DOCUMENT RESUME

ED 252 699 CE 040 493

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TITLE JTPA Youth Competencies and Handicapped Youth.
INSTITUTION Wisconsin Univ., Madison. Vocational Studies Center.
SPONS AGENCY Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE Oct 84
NOTE 61p.
PUB TYPE Guides - Non-Classroom Use (055)

EDRS PRICE MF01/PC03 Plus Postage.
DESCRIPTORS *Basic Skills; Check Lists; Competency Based Education; *Disabilities; Educational Cooperation; Educational Legislation; *Evaluation Criteria; Evaluation Methods; Federal Legislation; Guidelines; *Job Skills; Job Training; Postsecondary Education; *Prevocational Education; Questionnaires; Records (Forms); School Business Relationship; Secondary Education; Skill Development; *Student Evaluation; Youth Programs
IDENTIFIERS *Job Training Partnership Act 1982; Private Industry Councils

ABSTRACT

This booklet is designed to provide ideas on how youth competencies in the areas of basic education, pre-employment and work maturity, and job-specific skills can be utilized to help disabled youth meet performance standards in programs funded under the Job Training Partnership Act (JTPA). Discussed in the introductory section are the following topics: the basic provisions of the JTPA and their implications for disabled youth, adoption of a competency-based student evaluation system, the advantages and disadvantages of a competency-based system for student assessment, and strategies for helping a private industry council (PIC) develop a competency-based system. Next, three models of the competency development process are described. The next, three chapters, which constitute the bulk of the guide, contain numerous forms, questionnaires, and checklists that are currently being used by PICs and other JTPA-related agencies across the country to assess the competency levels of disabled clients with respect to the following skill areas: pre-employment and work maturity, basic education, and job-specific skills. Concluding the guide is a list of references and contact persons. (MN)

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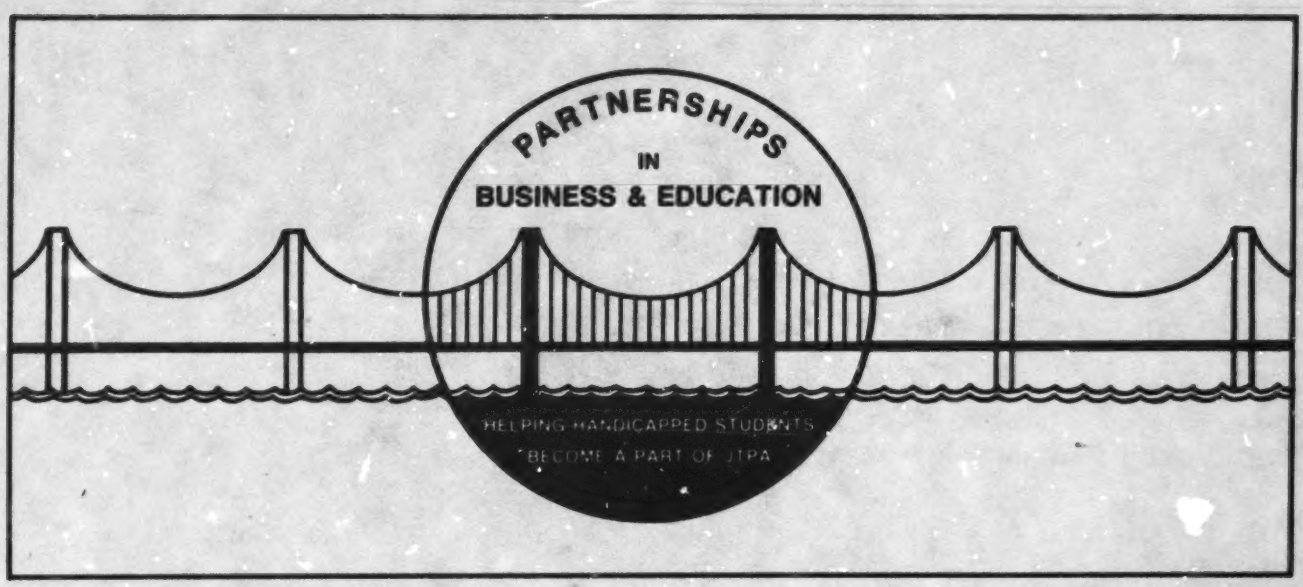

October 1984

JTPA Youth Competencies and Handicapped Youth

by

Lloyd W. Tindall, John J. Gugerty and Barbara Dougherty

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CE040493

Produced as part of a grant from the U.S. Department of Education, Office of Special Education and Rehabilitative Services

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About this Publication

The purpose of this publication is to provide ideas on how youth competencies can be utilized to help handicapped youth meet performance standards in programs funded under the Job Training Partnership Act. The U.S. Department of Labor has given the Private Industry Councils the option of approving youth competencies in three areas which can be incorporated into the calculation of program providers' positive termination rate and cost per termination. These categories are 1) basic education skills; 2) job specific skills; and 3) pre-employment and work maturity skills.

This option provides an opportunity for handicapped youth to have greater access to JTPA resources. It means that handicapped youth can be provided with training which is built on a youth competency based system.

Not all Private Industry Councils have a pre-developed competency based system in place, nor is there a nationally accepted system of competency based materials. However, competency based education is widespread in the nation's school systems. Private Industry Councils often work independently to develop and approve specific youth competencies. Thus, Private Industry Councils face a huge task in the development of these competencies. In addition, most of the PIC's youth competency development effort is directed at the disadvantaged population. This situation provides an opportunity for educators to work with PICs to develop youth competencies for use in teaching handicapped youth aged 16-21 and helping them obtain employment. Therefore, we strongly encourage you to assess the employment and training needs of your handicapped youth and work with your PIC in the development of approved youth competencies.

Youth competency examples in this publication were selected from a national search to identify competency systems developed, approved, and implemented by PICs. All examples in this paper are either in use or suggested for use by PICs or other JTPA related agencies. The examples provided are not presumed to be the only possibilities. They are meant to serve as a stimulus to your thinking.

INTRODUCTION

Background

Job Training Partnership Act programs which enroll youth aged 16-21 are required by the U.S. Department of Labor to meet the following Performance Measures.

1. Entered Employment Rate - 41%
2. Positive Termination Rate - 82%
3. Cost per Positive Termination - Not over $4900 per person

In many cases it is difficult for these youth programs to meet the performance measures, especially programs which enroll large numbers of handicapped youth.

Realizing that JTPA youth programs may not be able to meet these performance standards, Congress developed three categories of youth employment competencies which if approved by the Private Industry Council (PIC) and achieved by the youth, could be incorporated into the positive termination rate and cost per termination. These three youth competency categories are:

1. Basic Educational Skills - including reading, writing, and computational skills.
2. Job Specific Skills, including knowledge and skills normally required to carry out entry-level tasks of a specific occupational or cluster of occupations.
3. Pre-employment and work maturity skills, including those skills needed to look for, obtain, and retain a job.

Implications for Handicapped Youth

The utilization of PIC approved Youth Employment Competencies provides handicapped youth with a great opportunity to benefit from JTPA resources. It helps special and vocational education departments meet program performance standards if they solocit and receive JTPA funds to accomplish much needed services for handicapped youth. Private Industry Councils can also enroll many more handicapped youth in JTPA programs and still meet the required Performance Measures because the PICs can include as positive terminations not only those who enter unsubsidized employment but also those youth who achieve basic, job specific or pre-employment and work maturity skills. By law, the Youth Competencies must be recognized by the PIC before a program operator can use them to computer "positive terminations." PIC recognition also helps insure that youth will learn competencies valued by employers.

Moving to a Competency Based System

The purpose of this paper is to assist special educators and others to help handicapped youth participate in JTPA programs. Because special education students need to acquire competencies in the areas of basic, job specific, preemployment, and work maturity skills, special education departments should:

a) review their own curriculum and that of other departments to see if a competency based program exists in each of the "youth employment competency" areas;

b) determine whether or not special education students have, or can gain, access to such competency based programs if they are offered through another department of the school;

c) develop or adapt a competency based program for each of the youth "employment competency" areas if necessary. This development process should involve all relevant school departments, disciplines, and services as much as possible. A preliminary step in any such development process would be to contact the local PIC to determine whether or not it has already developed and approved a Youth Employment competency system. If so, consider adapting or incorporating it;

d) if the local PIC has not developed and approved a Youth Employment competency system, the school may wish to:

- involve PIC staff in the school's effort to develop one, with the intent of helping the PIC adapt a system similar or identical to that of the school

- request that the PIC staff review an already existing school based youth employment competency system for the purpose of adapting it verbatim or with modifications, and presenting it to the Private Industry Council for approval as a Youth Employment Competency System. If approved, such a system would enhance the chances of the school to apply for JTPA funds and meet the performance standards required. Since such a system would apply to all program providers working with youth in that Service Delivery Area, handicapped youths' chances of gaining admission to these programs also should increase.

Advantages of a Youth Competency System

In a competency based system the skills to be learned are specifically described, activities to produce the desired learning are developed and a method to measure student achievement is stated.

The goal of youth programs is to prepare youth to enter the world of work. For handicapped youth, one positive outcome would be to enter unsubsidized employment at the completion of a JTPA program. A second positive outcome would be for handicapped youth to learn competencies which could be used later in the process of looking for, obtaining or retaining a job.

If your PIC has not set up such a system, it is important to present the PIC with a viable youth competency system which they could accept. Before hitting them with a full proposal, however, you may wish to conduct preliminary discussions with PIC staff regarding the advantages of implementing a youth competency system.

Employers, handicapped youth, educators, and PIC's can benefit from the development and utilization of youth competencies. Some of these benefits were listed by the Kansas Task Force on Youth Competency. Their nine advantages are given below.

- clearly establishes the program objectives so that program activities can be properly directed (greater efficiency) and the participant knows what to strive toward (increased motivation).
- promotes a sense of an accomplishment and a positive self image of youth participants when recognition is given for progress and achievement.
- provides employers of certified youth with a greater assurance of worker quality and with better information on potential worker skills thus reducing screening costs as well as the added cost of training turnover.
- provides an individual program completer with a certification that can be used as an asset when applying for a job and helps the PIC to market program graduates
- provides a sound basis for performance evaluation of sub-contractors as well as specific program activities.
- recognizes and builds upon participant strengths and focuses effort on deficiencies thus avoiding wasted motion in the learning process.
- helps the SDA to achieve desired levels in the performance standards due to the capacity to terminate youth positively.
- can be a vehicle to create greater dialogue and coordination with local educators
- offers the opportunity to help youth learn skills which employers are looking for in entry-level employees.

Service Delivery Areas can benefit from competency based employment and training. In a document on competency based employment and training produced by the Center for Employment and Income Studies at Brandeis University, seven significant advantages were given. They are listed below:

1. The chief advantage according to most practitioners who advocate competency-based employment and training is that it provides a clear picture of specific program outcomes, and it encourages the more efficient use of services available to youth.
2. The competency-based approach provides a common management framework for staff and delivery of services.
3. It allows different rates of achievement for individual youth.

4. It facilitates identification of staff development/training needs.
5. It provides for flexibility in evaluation; criteria other than placement may be used. It also allows for comparability among programs within a given SDA.
6. It increases program responsiveness to local labor market conditions and employer demands; furthermore, training is targeted to local criteria and curriculum may be developed to meet local needs.
7. Finally, competency-based employment and training increases credibility of JTPA programs and services with employers.

Disadvantages of a Youth Competency System

The Kansas Task Force also listed several disadvantages of a youth competency system. In looking over the disadvantages as well as the advantages you should remember that the Task Force is directing their comments to the PICs. Nearly all the disadvantages relate to increased work for PIC staff members. The time and effort required to set up and monitor a youth employment competency system can be a real barrier, because PIC staff members may not have backgrounds or experience in working with youth competencies in the educational field.

These disadvantages include:

- time and effort required to develop and implement a youth competency system on the part of PIC and staff members can be considerable;
- increased paperwork due to the necessity of documentation;
- pre-assessment must be more thorough than is commonly practiced and thus is more time consuming or expensive;
- if the JTPA Representative is asked to take on the responsibility for instruction, particularly in the pre-employment competency area, the added work load may be an overload; and
- additional time and effort is required of staff persons in developing individualized Job Specific competencies in an OJT situation.

In reviewing these disadvantages we can readily see that special educators and others can play a key role in helping PICs to develop a youth employment competency system which will not only help all JTPA eligible youth but also make it more likely that handicapped youth will be able to enroll and succeed in JTPA funded programs.

Helping the PIC Develop a Competency Based System

Competency based education has been around for a long time and many well developed approaches exist. There is no need to reinvent the wheel. Several state JTPA offices have developed youth competency guidelines and selected skills for their Service Delivery Areas and PICs to follow. Individual PICs have also developed and implemented Youth Employment Competency Systems. In the following section, we provide examples of competency development processes as well as existing competencies in the categories of pre-employment skills, work maturity skills, basic education skills, and job specific skills. You can draw from these examples in developing ways to help your own PIC set up and implement a Youth Employment Competency System. We also outline information on modifications which may be necessary in helping handicapped youth succeed in training programs which implement such a system.

It should be remembered that although a state has developed competency guidelines, the final authority for acceptance of any set of youth competencies is the local PIC.

THE COMPETENCY DEVELOPMENT PROCESS

Elements of a Competency Based System

According to the "Partnership Exchange", an information service of the National Job Training Partnership, Inc., there are several elements of a good competency based system. These have been characterized in different documents, but generally the elements are:

- Assessment -- the ability to assess participants for skills they already have upon entry and to assess for skills attained upon program exit;
- Measurement -- the ability to measure a participant's progress through the program's benchmarks;
- Documentation -- the ability to document (record) the attainment of certain skill levels as they are measured during the course of the program;
- Services -- an assessment of services (planned and actual) being offered in the SDA to insure competencies that are congruent with what an SDA has the ability to offer;
- Good Decision Making -- making decisions on competencies after fully exploring the impact they may have on target populations and program offerings; and
- Certification -- an ability to certify that program youth have attained certain skills.

A key point often raised by direct service providers is: "Don't tell me something theoretical. Show me something that works in the real world." To help you address this point, consider the following examples of how state level and local level JTPA implementers established youth employment competency systems.

The Maine Job Training Coordinating Council's Process

...The Standards by which SDAs would operate a youth employment competencies systems in FY '85...are necessary to establish uniformity among SDA's electing to take credit for positive terminations for youth receiving a credential in employment competencies. The standards address very basic issues of systems content and of Private Industry Council involvement and recognition of specific competencies in that system.

"The following constitutes the recommended standards and will be included in the Governor's Coordination and Special Services Plan for FY '85.

A. Youth Employment Competencies System shall incorporate:

1. The competent parts of such a system, as itemized in the Secretary's Performance Standards, e.g.:

   a. a deficiency identification process that determines the element or elements of the competencies system which are appropriate for the youth.

      The SDA's will demonstrate that there are resources and procedures in place to determine a plan of service and competency development that matches the youth's needs.

   b. a testing/assessment process that determines that the youth has attained the competencies specified for him/her.

      The SDA's will demonstrate that they have in place a methodology for assessing, recording and verifying the performance of youth against competency standards specified by the Private Industry Council.

2. A procedure for awarding the credential.

   Based on the content of the credential, the SDA shall:

   a. determine the specific standards of attainment required for certification; and

   b. clarify the procedure for granting the certificate of attainment.

3. The SDA shall develop specific performance goals for attainment of the credential and include these in its Annual Plans.

The SDA shall review the needs of targeted youth in terms of competency development and shall develop a strategy for meeting those needs that is reviewed by the Private Industry Council.

The Committee also recommends that a status report on implementation of Youth Competencies Systems be sought in February of 1984, and that the status of the Systems be reviewed in a year.

"As with other programs and systems, there is a special, unique language which accompanies this competency-based technology. The following itemizes the component parts of our competency system (taxonomy).

COMPETENCY AREA: (Work Maturity)

COMPETENCY: (Dependability/Reliability)

INDICATOR: (The individual will demonstrate an acceptable attendance record)

BENCHMARK: (By showing up on time nine days out of ten on his/her employment site)

ASSESSMENT: (as measured by employer attendance reports)

CERTIFICATION: (copy of attendance report, or letter or recommendation from employer)

Competency Area means a group of related competencies.

Competency is a specific type of skill or ability.

Indicator is a behavior that demonstrates the competency.

Benchmark is the degree or standard of behavior that is expected.

Assessment is the means of measuring.

Certification is the proof or verification that the standard has been met."

The Rock Island (Illinois) Tri-County Training Consortium's Process

"Basic Purpose of Competency Certification:

1) To identify what employers expect of employees,
   To provide training/remediation so youth meet expectations
   To measure and certify when youth meet expectations
   To let employers know what certification means so they will hire "our kids"

2) To certify youth as competent so we can get JTPA term credit if they don't get a job. Thought is that if youth is competent, he/she will use skills to get job in future."

"Rock Island County was a small Prime Sponsor under CETA. We participated in the Consolidated Youth Employment Program (CYEP). Among other things we were to develop a system for measuring youth competency in pre-employment, work maturity, basic educational skills, and job specific skills.

At first we were overwhelmed by 'zealots' who implied that we have to get employer agreement about what is important, had to measure to the finest degree, etc. Finally we agreed to take small steps. We finally realized our measurements wouldn't always be totally objective and that we couldn't measure everything. We started by:

- trying to use as much of what was already in place as we could,...specifically:

1. We already had an applicant employability assessment class. This was a two week 50 hr. class which covered aptitude/interest testing, career decision making, goal setting, job keeping, job seeking, employment related attitudes. We converted a narrative summary of results to a successful completion checklist.
2. We revised supervisor and instructor evaluations to be more specific.
3. We started measuring attendance. Trainees had to meet certain levels which became more strict as they progressed in the program.
4. For basic educational skills, we accepted a high school diploma or GED as a starting point, and further tested math and reading using the TABE (Test of Adult Basic Education). The TABE gives scores in grade levels. Ninth grade was considered competent for most purposes. Persons without a HS/GED or with less than 9th grade level were enrolled in basic skills or college readiness. We found an average gain of 1.2 grade levels increase for 120 hrs. of instruction and subsequently referred persons with less than a 7th grade TABE to existing (non-CETA) adult ed. classes since ours did not last long enough to bring up to competency.

- developed new (at least new to us) services and measures:

1. Started to use a behavior point system that was used by supervisors and trainers and counselors. Trainees lost points for unacceptable work or training related behavior. For example trainees would lose one point if late with no call in prior to start time. A trainee could only lose 4 in 6 month period (and still remain in the program).
2. Developed a work readiness class to teach pre-employment skills for those who had no or poor work history. This was an expansion of employability assessment for persons who needed more.
3. In developing class size training, used a committee of employers and trainers in developing competencies (both entry level and exit level). Continued to use monthly instructor evaluations and grades in less than class size training.
4. In marketing our training and participants to employers, we explained competency and that no one would be referred to them unless they met strict attendance and performance requirements. It worked, employers liked what they saw and told others.
5. We also started a "field evaluation" program where private sector employers evaluated trainees and training provided (during CRT) for four weeks. If they chose, they could keep the trainee afterward through short term OJT (3 mos or 1/2 DOT whichever was less).
6. Continued to refine supervisor/instructor evaluations and held supervisor orientations/training sessions in objective evaluation, etc."

"In CYEP we used employer surveys from other areas to determine employer expectations. In JTPA we are adding to that through a survey of PIC members. Competency benchmarks may be revised.

In all requests for proposals and contracts serving youth, we require the service provider to establish or use existing benchmarks.

We may try to tie achievement of competencies to some type of incentive payment. Achievement of competency in specific areas will be required before referral to OJT and vocational classroom training..even before referral to tryout employment and limited work experience.

Job related skills competencies will be developed one at a time for less than class size training provided through area vocational training facilities...with emphasis on those youth most often enroll in first."

Model Youth Employment Competency System

"This section contains the youth competency system model developed by Kansas Task Force on Youth Competency. Each competency will be handled separately and will contain the following:

- a basic description of the competency area
- the method of pre-assessment
- appropriate program activities
- competency measures
- criteria for attainment of competency area
- worksheets, assessment forms, and/or examples"

Documentation System. "The measurement and documentation of participants' competency level before, during and after program participation is a necessary aspect to any youth competency system. It is this written record that serves as the justification for assignment to specific program activities, competency certification and taking a positive termination. In the design of this model every attempt has been made to utilize existing forms with little or no modification.

Pre-assessment of initial competency levels is the first major component of a competency system. This assessment should be documented in the Vocational Testing Results section of the Applicant Assessment form. Information should be provided on the competency areas assessed and the results of such assessment.

- individual skill deficiencies identified during pre-assessment;
- type of training programs available; and
- availability of resources (e.g. staff time, funds).

Once specific competency areas are established as goals, they should be noted on page 2 of the EDP in the Planned Activities/Results section.

When a participant is certified in the appropriate competency areas, the JTPA Representative is to document this in the EDP Update. Supporting documentation (e.g. worksheets, assessment forms, test scores) should be referenced in the EDP narrative and should be included as verification in the participant's file.

If the goal of training was attainment of PIC recognized competencies and they had been attained, the JTPA Representative may terminate the youth by using a code 25 Attained Employability Enhancement.

In summary, there are three levels of measurement and documentation involving the attainment of youth employment competencies.

LEVEL 1 The checklists, worksheets, rating forms, and test scores from each competency areas.

LEVEL 2 The JTPA Representatives statement on the EDP Update that the competency area had been attained.

LEVEL 3 The termination code used to signify the attainment of youth employment competencies (this may not be used if the youth enters employment).

Certification/Credentialing. Upon the attainment of a competency area, the youth will be awarded a certificate. The actual certificate should be developed by each PIC. The Task Force recommends that youth competency certificates be designed in such a way as to either indicate the broad competency area (e.g., work maturity) or the competency area and the competency indicators the youth met (i.e., good attendance). The indicators not met by the youth should not be listed since this tends to leave negative connotations. A certificate should be signed by the JTPA Representative, the PIC Chair, and may also be signed by the employer, worksite supervisor, or classroom instructor as appropriate. The certificate should be presented only for achievement of a competency area not just for attendance or enrollment.

This certification process is valuable from several perspectives. For the youth it provides an award for something he/she accomplished. Many JTPA youth have never had this type of positive recognition for what they have done. With competency indicators listed on the certificate, it can serve as a mini resume which details the youth's abilities to a prospective employer. The certificate being signed and attested to by an employer and the PIC chair may give this mini resume added weight in the eyes of a prospective employer. For the potential employer this certificate should indicate that the youth has in fact proven that they are competent in this area or areas stated. This can prove helpful in the screening process.

Two additional means of providing recognition of competency attainment are worthy of mention and consideration. First is a letter of reference from the supervisor (while in the program), a PIC member and/or the JTPA Representative. This kind of letter can help the youth in a job search. A second means of recognition is in the form of academic credit from the local school system. This would have to be arranged with the school system through a formal agreement.

Pre-Employment. The pre-employment competencies have been designed to articulate the skills and knowledge vital to making informed career choices and securing employment. The youth will develop an awareness of self, the world of work, the labor market, community resources and what employers look for when they hire a person for a job. The major competencies are as follows:

- The youth participant will be able to make (at least preliminary) career choices and be able to prioritize those choices. The participant will be able to describe the chosen occupation and relate it to his/her own interests, skills and qualities.
- The youth will identify educational institutions which offer training and employers who offer employment in his/her chosen career.
- The participant will be able to demonstrate a basic awareness of community resources.
- The youth will demonstrate an awareness of how to find, make application for, and interview for a job.

Pre-assessment in the pre-employment competency area is accomplished primarily through an interviewing process. A sufficient number of questions should be asked such that the person doing the assessment can determine current level of competence. To determine level of competency on filling out a job application

form, an employment application used by an area employer should be completed and the completed application rated using the criteria on the Job Application Rating Sheet.

Such pre-assessment should be noted on the Applicant Assessment form (JTPA 02). Once a deficiency is noted, the participant may be enrolled in a program activity. Classroom training (generic) or individualized instruction are the most appropriate activities to help youth develop competency in this area. This instruction may be the only activity the participant is involved in, be the first in a series of activities, or run concurrently with other activities (e.g. work experience).

To become certified in the pre-employment competency area a participant must have achieved competence in a minimum of eight out of the ten competency indicators."

Introduction

Pre-employment competencies represent the skills youth need to make career decisions as well as those needed to obtain a job. Some skills relevant to this area include awareness of self, understanding specific occupations, job search techniques and job interviewing skills. Life skills such as using a phone, telling time, making change and using public transportation may also fall within this area.

Work maturity skills demonstrate youths' ability to apply skills on the job in a manner that meets local employers expectations regarding basic employee responsibilities. More specifically, these skills include positive work habits, attitudes and behaviors such as being punctual, regular attendance, appropriate appearance, good working relationship with co-workers, initiative and following instructions.

Examples of competencies developed in the areas of pre-employment and work maturity are provided here to familiarize you with various competency systems. These examples represent local or state level efforts. You will note some differences from example to example in formatting the competencies, though basically each competency system has similar elements: competency statements, benchmarks, and documentation. Also included are examples of instruments and rating scales used to measure youth's attainment of the competencies.

As you review and consider these examples for developing and implementing your own competency system, there are two points to remember: 1) your system must reflect local employers expectations of skills needed by entry-level employees, and 2) the measure of competency attainment must reflect the standard expected by local employers. However, this does not mean an individual teacher can not adapt a competency system to take into account handicapped students individual needs.

To individualize the skill training, some competencies may need to be broken down into smaller achievable parts to enable your students to attain them. Additional time for learning and practice may be necessary. You may need to consider alternative activities that lead to the attainment of a given competency. If a paper and pencil activity is the suggested measurement technique, consider substituting this activity for one more appropriate to your students' capabilities which still reflects the standard sought. If careful consideration is given to the implementation of a system of competencies, it will be meaningful to both employers and youth alike.

Pre-Employment and Work Maturity Skills, Example 1: Pre-Employment and Work Maturity Competency Areas
Source: The Kansas Task Force on Youth Competencies

Pre-employment Competency Area

Pre-assessment in the pre-employment competency area is accomplished primarily through an interviewing process. The youth's level of competency can be assessed by asking the questions that appear on the various worksheets and assessment instruments presented in this report. It may not be necessary to ask all questions, however, a sufficient number of questions should be asked such that the person doing the assessment can determine current level of competence. To determine level of competency on filling out a job application form, an employment application used by an area employer should be completed and the completed application rated using the criteria on the Job Application Rating Sheet.

Such pre-assessment should be noted on the Applicant Assessment form. Once a deficiency is noted, the participant may be enrolled in a program activity. Classroom training (generic) or individualized instruction are the most appropriate activities to help youth develop competency in this area. This instruction may be the only activity the participant is involved in, be the first in a series of activities, or run concurrently with other activities (e.g. work experience).

COMPETENCY INDICATOR	BENCHMARK	METHOD OF ASSESSMENT
1. Participant will identify vocational or career interests.	Can name 3 jobs which interest him/her and prioritize choices.	Completion of number 1 on the Occupational Worksheet.
2. The participant demonstrates a knowledge of his/her selected career.	Can identify specific information about the job.	Completion of 2 thru 14 on the Occupational Worksheet.
3. The participant demonstrates an awareness of personal skills and attributes which make them suited to a chosen occupation.	List 5 qualities or skills the youth possess which correspond to a chosen occupation.	Completion of number 15 on the Occupational Worksheet.
4. The participant can identify Vo-Techs or Colleges which offer training in his/her career field.	Can name all or 3 (whichever is less) colleges or vocational technical schools which offer related training.	Completion of number 16 & 17 on the Occupational Worksheet.
5. The participant can identify employers in local job market which utilize the chosen career field.	Can name 3 employers which offer employment in related field. Hiring requirements.	Completion of number 18 on the Occupational Worksheet.
6. The participant will identify community resources in the locality and their services.	Participant will receive satisfactory or better (10 out of 15 resources) score on the Community Resource Checklist.	Completion of Community Resources Checklist.
7. The participant can identify resources for locating jobs.	The participant can satisfactorily answer all questions on Job Finding Sheet.	Completion of the "Where to Find a Job" Worksheet.
8. The participant will provide a positively stated response for the most commonly asked questions by an employer.	The participant will receive a satisfactory score for positive responses (written or verbal) on 15 out of 20 questions.	Completion of questions on the "Questions Employers May Ask" Worksheet.
9. Participant can satisfactorily complete an employment application. OPTIONAL B. Participant will be able to satisfactorily develop a resume.	On a minimum of 2 applications, the participant will receive a rating of satisfactory or above in each of the following areas: 1. Neatness 2. Accuracy/Completeness 3. Legibility 4. Spelling/Grammar 5. Following directions	Job Application Rating Sheet
10. Participant can perform satisfactorily in a job interview.	Participant will receive a rating of satisfactory or above in each of the three categories: 1. Verbalizing a. Volunteering information b. Asking questions c. Answering questions 2. Personal Characteristics a. Appearance b. Ability to work c. Hand shake d. Eye contact e. Posture 3. Knowledge/interest of company and position	Interviewing Skills Rating Sheet

Note: To become certified in the pre-employment competency area a participant must have achieved competence in a minimum of eight out of the ten competency indicators.

(KANSAS TASK FORCE ON YOUTH COMPETENCIES)

OCCUPATIONAL WORKSHEET

Name of Student _____

1. Name three occupations (jobs) which you are suited for and that interest you in order of priority.

   _____ First Choice
   _____ Second Choice
   _____ Third Choice

Note: The remaining questions relate to the occupational choices listed above as First Choice.

2. What is the usual beginning wage for this occupation? _____
   What is the average wage for this occupation? _____
3. Is this career now in demand in the local area? _____
   Nationally? _____
4. What is the long range outlook (demand) for chosen occupation? _____
   _____
   _____
5. Does this occupation require a license or any special permits? _____
6. How much education or training is needed for this career? _____
   _____
7. Do you need your own transportation to carry out job responsibilities?
   _____
   Will travel be involved? _____
8. Do you need special clothing for this job? _____
   If so, what kind? _____
9. Do you need special tools or supplies for this job? _____
   If so what kind? _____
10. What are the disadvantages of this job or career? _____
    _____
    _____
11. What are the advantages of this job or career? _____
    _____
12. Describe the working conditions of this particular career. _____
    _____
13. Do people in this occupation have unions or professional organizations?
    If yes, what are they? _____
14. How or where can you find out more about this occupation? _____
    _____
15. List five qualities or skills you have that will be important to succeeding in this occupation.
    _____
    _____
16. Name three colleges or vocational schools (public or private) that offer training in chosen occupation and their location.
    _____
17. Select one of the schools listed in question 15 above and provide the following information about the training offered:
    a. name of training offered _____
    b. length of training program _____
    c. entry requirements _____
    d. total cost of attending _____
       (include tuition; books; and materials)
18. Name three employers who hire people in your chosen occupation.
    _____

I certify that all of the above questions have been satisfactorily answered by the participant.

_____ CERTIFYING SIGNATURE

_____ DATE

(KANSAS TASK FORCE ON YOUTH COMPETENCIES)

COMMUNITY RESOURCES CHECKLIST

NAME: _____

_____1. Job Service Center (D)
_____2. Community Action Center (H)
_____3. SRS (Social and Rehabilitation Services) (E)
_____4. Vocational Rehabilitation (G)
_____5. Continuing Education (F)
_____6. Police Department (I)
_____7. Fire Department (O)
_____8. Mental Health Department (L)
_____9. County Health Department (A)
____10. Alcohol and Drug Abuse Center (N)
____11. License Examiner (B)
____12. U.S. Army Recruiting Station (M)
____13. Public Library (C)
____14. Social Security Administration (K)
____15. County Courthouse (J)

Score _____

A. Physicals, immunizations, and general health care needs
B. Written and driving test before issuing a license
C. Book, magazines, and resource information
D. Carries a job bank of local and statewide jobs and makes job referrals
E. Provides cash grants, food stamps and daycare assistance
F. GED testing center and advanced class
G. Provided training and assessment for the handicapped
H. Temporary or emergency food assistance, clothing bank, and government commodities
I. Public safety, checks on stolen property
J. Property tax, vehicle licenses, marriage licenses, etc.
K. Applications for Social Security card
L. Counseling and testing services
M. Enlist in the Armed Forces
N. Counseling for drug and alcohol abuse problems
O. Fire and rescue services

_____ _____
CERTIFYING SIGNATURE DATE

(KANSAS TASK FORCE ON YOUTH COMPETENCIES)

WHERE TO FIND A JOB

The following questions and activities are designed to help you discover particular places where you may go to seek employment.

1. Name three businesses in your area where you could go to find a job in your career choice.
   a. _____
   b. _____
   c. _____
2. What is the phone number of your State Employment Office? _____
3. Under what heading in the want-ad section of a newspaper are available jobs listed? _____
4. In the want-ad section of a newspaper find an ad which relates to your career choice. Cut it out and tape the ad below.

   Tape ad here.

5. Name 3 friends or associates you would talk to if you were looking for a job.
   _____
   _____
   _____
6. List 1 person you might contact at each of the companies listed above to discover openings.
   _____
   _____
   _____
7. List a private agency which provides employment services, if any.
   _____

I certify that all 7 questions above have been answered satisfactorily.

_____ _____
CERTIFYING SIGNATURE DATE

(KANSAS TASK FORCE ON YOUTH COMPETENCIES)

NAME: _____

QUESTIONS MANY EMPLOYERS ASK

1. Why do you think you would like to work for our company?
2. What do you know about our company?
3. What interests you most about our product/service?
4. Why did you leave your last job?
5. What type of work do you enjoy most and feel capable of doing?
6. Do you have any special skills or abilities that would benefit our company?
7. What is your long-term career goal?
8. Besides money, what satisfaction do you expect to get from your job?
9. Would you transfer to another city if the company requested?
10. Would you be willing to travel if it is required for the job? How much of the time?
11. Would you be willing to use your own car if it is required for this job?
12. Would you be willing to work overtime, if necessary?
13. Are you willing to work any shift? Rotating shifts? Weekends?
14. What are your hobbies and leisure-time activities?
15. What school subjects did you like best? Least? Why?
16. Do you have any limitations that would determine where you should work or the type of work you would be willing to do?
17. What are your assets?
18. What are the strong points of your personality/character?
19. Do you have any activities, commitments or responsibilities that might cause you to be absent from work?
20. When would you be able to start working?

I certify that the participant has provided positively stated responses to a minimum of 15 of the 20 questions stated above.

_____ _____

CERTIFYING SIGNATURE DATE

(KANSAS TASK FORCE ON YOUTH COMPETENCIES)

JOB APPLICATION RATING SHEET

Name: _____	RATING SCALE					COMMENTS
	OUTSTANDING PROFICIENCY	SATISFACTORY PROFICIENCY	PARTIAL PROFICIENCY	MARGINAL PROFICENCY	NO PROFICIENCY	
APPLICATION PROCESS: Neatness						
Legibility						
Spelling/Grammar						
Following Directions						
GENERAL COMMENTS:						

The above ratings are based on my observation and knowledge and represents my best judgment of the participant's performance.

_____ _____

SIGNATURE OF CERTIFIER DATE

This report has been discussed with me: _____ _____

PARTICIPANT'S SIGNATURE DATE

(KANSAS TASK FORCE ON YOUTH COMPETENCIES)

INTERVIEWING SKILLS RATING SHEET

Name: _____ RATING AREAS	RATING SCALE					COMMENTS
	OUTSTANDING PROFICIENCY	SATISFACTORY PROFICIENCY	PARTIAL PROFICIENCY	MARGINAL PROFICIENCY	NO PROFICIENCY	
COMMUNICATION/VERBALIZING: Sends clear messages and is able to correctly understand the messages to others.						
Listens to questions & answers completely and directly.						
Provides voluntary information regarding self interests, abilities, additional skills and/or previous experience.						
Asks questions clearly and concisely.						
PERSONAL CHARACTERISTICS: Able to identify and demonstrate positive personal appearance and attitude.						
Appearance is neat and clean.						
Identifies and communicates ability to work with others constructively.						
Demonstrates positive attitude through usage of firm handshake, maintains steady eye contact, and body posture.						
KNOWLEDGE OF COMPANY AND POSITION: Communicates basic background knowledge of company/program.						
Communicates basic knowledge of position.						

The above ratings are based on my observation and knowledge and represents my best judgment of the participant's performance.

_____ SIGNATURE OF CERTIFIER

_____ Position

_____ Date

This report has been discussed with me: _____ Participant's Signature

_____ Date

17

Source: Kansas Task Force on Youth Competencies

Work Maturity Competency Area

Pre-assessment of Work Maturity skills is done by interviewing the participants' previous employers. The employer is contacted and asked to rate the youth on the work maturity competency indicators as they appear on the Work Maturity Rating Sheet. A note is made on the completed form that it is a pre-assessment and then is placed in the participant file. If the participant was not previously employed, it will be assumed that the youth does not have competence in this area.

The work maturity competency area is primarily used in conjunction with Work Experience, OJT, and Youth Try-out Employment. Certification in work maturity can also be accomplished as a part of a classroom training situation. Good work habits and behaviors are quite similar to that of being a good student.

When the work maturity competency area has been established as a goal it is indicated as such in the Employability Development Plan. Once the youth has been placed in training the JTPA Representative provides an orientation to both the youth and the worksite supervisor. They are provided with the following:

- definitions of the competency indicators the youth will be rated against
- an explanation of the rating scale and what an acceptable rating is to be considered competent in work maturity
- dates for submitting the rating sheets and procedures for corrective action if the competencies are not being met.

Each youth is assessed three times during the duration of the program. The first assessment is conducted two weeks from the first day of the program activity. The second assessment is required in the middle of the youth's training activity. The third assessment is required at the conclusion of the training period. If in the first two assessments it is discovered that the youth is demonstrating difficulty in meeting the competencies, an additional review will be scheduled for two weeks later. In this conference the supervisor will further explain expectations as well as the consequences of a less than satisfactory report. If a problem occurs prior to the scheduled dates, a spot review may be carried out and a two week probationary period may follow.

COMPETENCY INDICATOR	BENCHMARK	METHOD OF ASSESSMENT
1. Participant demonstrates good attendance and punctuality.	Participant will show up on time 9 days out of 10 on program activity.	Measured by employer attendance reports and documented on rating sheet.
2. Participant notifies supervisor if he/she will be late or absent.	Participant will follow procedures 100% of the time.	Measured by employer rating sheet.
3. Participant completes given tasks to the satisfaction of the employer.	Rating of satisfactory or better.	Measured by employer rating sheet.
4. Upon completion of tasks, participant requests further assignments from the supervisor.	Rating of satisfactory or better.	Measured by employer rating sheet.
5. Participant completes assigned tasks within reasonable time frames.	Rating of satisfactory or better.	Measured by employer rating sheet.
6. Participant follows instructions to the satisfaction of the supervisor.	Rating of satisfactory or better.	Measured by employer rating sheet.
7. Participant works with co-workers in a compatible manner according to worksite policies.	Rating of satisfactory or better.	Measured by employer rating sheet.
8. Participant interacts with supervisor in appropriate manner.	Rating of satisfactory or better.	Measured by employer rating sheet.
9. Participant attempts to solve work-related problems or seek advice from supervisor and/or co-workers.	Rating of satisfactory or better.	Measured by employer rating sheet.

COMPETENCY INDICATOR	BENCHMARK	METHOD OF ASSESSMENT
10. Participant demonstrates ability to prioritize the tasks involved in an assignment.	Rating of satisfactory or better.	Measured by employer rating sheet.
11. Participant dresses appropriately for the job.	Rating of satisfactory or better.	Measured by employer rating sheet.
12. Participant demonstrates initiative in carrying out work assignment.	Rating of satisfactory or better.	Measured by employer rating sheet.

Note: To be certified as competent in the work maturity area the youth must receive a satisfactory rating or better on 9 out of the 12 individual competency measures. A satisfactory rating on individual measures must be achieved on either the third and final assessment or on 2 out of the 3 regularly scheduled assessments.

(KANSAS TASK FORCE ON YOUTH COMPETENCIES)

JOB PERFORMANCE REVIEW RATING SHEET

Participant: _____

Worksite: _____

Rating period from _____ to _____

INSTRUCTIONS: Comments requested for all ratings of Partial Proficiency, Marginal Proficiency, and No Proficiency. Please include what participant needs to do to improve performance.

COMPETENCY INDICATORS	RATING SCALE					COMMENTS
Participant will be evaluated 3 times. Participant will be rated as follows for this particular evaluation.	OUTSTANDING PROFICIENCY 100%	SATISFACTORY PROFICIENCY 90%	PARTIAL PROFICIENCY 80%	MARGINAL PROFICIENCY 70%	NO PROFICIENCY 60%	
1. Completes given tasks to the satisfaction of the supervisor						
2. Requests further assignments upon completion of tasks						
3. Completes assigned tasks within reasonable time						
4. Follows supervisor's instructions						
5. Works with co-workers in compatible manner						
6. Interacts with supervisor in an appropriate manner						
7. Attempts to resolve work related problems						
8. Organizes and prioritizes the tasks involved in work assignments						
9. Dresses appropriately for the job						
10. Demonstrates initiative in carrying out work assignments						

Demonstrates good attendance and punctuality Yes ____ No ____

Notifies supervisor if late or absent Yes ____ No ____

The participant demonstrates an acceptable level of performance at the tasks listed in _____ his/her training outline at this time Yes ____ No ____ Does not apply ____

GENERAL COMMENTS:

I certify that the above information is accurate and represents my best judgment of the participant's performance.

_____ Supervisor

_____ Representative

_____ Date

This report has been discussed with me: _____ Participant's Signature

_____ Date

Pre-Employment and Work Maturity Skills, Example 2: *Summer Youth Employment Training Program Employability Skills Curriculum, Benchmarks, and Certification Techniques*

Source: *Private Industry Council of South Florida, Miami, Florida*

This competency based system is divided into three sections. The first section provides the core curriculum. (Only a portion of the Employability Skill Core Curriculum is presented here.) Programs are required to offer the core curriculum as a minimum to all participants in the summer program. The second section provides the corresponding benchmarks used in assessing participants' skills and certifying their competencies. The third section indicates the types of assessment procedures to be used to certify the participants' skills.

Section 1

Employability Skills Core Curriculum

E. Job Search: Identifying Leads

Objective:

1. To develop skills in identifying job opportunities and following up on job leads.

Possible Approaches:

1. Have students bring in copies of the classified advertising section of a newspaper and analyze the classified ads to learn how ads are categorized, what key abbreviations mean, and how to interpret key phrases and messages in the layout and content of ads.
2. Have participants select 3-4 ads and outline the steps to use in following up on these leads.
3. Have participants identify other job leads and outline the steps to use in following up on these leads.

Results:

Increased skill in using want ads and other sources to identify job openings for which a participant might wish to apply.

F. Job Search: Following up on Job Leads

Objective:

1. To develop skills in following up on job leads.

Possible Approaches:

1. Provide instruction through filmstrips, tape recordings, role playing, etc. covering the following:
   A. Setting up a job interview.
   B. Collecting information needed for the interview.
   C. How to dress to get a job.
   D. Behavior expected at the interview.
   E. Questions you may be asked
   F. Answering questions appropriately
   G. Questions you may not have to answer
   H. Questions you want answered by employers during interview
2. Involve student in role playing, evaluating, video taping, etc. for each of these interview skill areas.
3. Provide feedback and suggestions for modification/improvements.
4. Provide formal instruction in telephone use covering the following skill areas:
   A. Using the telephone book
   B. Asking for operator assistance
   C. Requesting information via the telephone
   D. Giving appropriate telephone messages
   E. Receiving messages

   (Southern Bell Telephone has available materials, films, speakers, etc.)
5. Have students practice listening to directions
6. Provide instruction in communicating with supervisors, taking criticism, making suggestions, etc.

Results:

1. Participants will demonstrate improvement in dealing with daily communication demands.

Section 2

Employability Skills Benchmarks

Benchmark Number	Element Employability Skills	
5	Job Search: Want Ads/Job Leads	Provided simulated role-play situations, want ads and job leads, the participant will demonstrate and explain, using good oral communication skills, how to use want ads and follow-up on job leads, to the instructor's satisfaction.
6	Job Applications	Given various job application forms, the participants will complete the applications neatly, insuring all required information is entered and is correct.
7	Interviews	Given a simulated job interview, the participant will demonstrate appropriate interview techniques, including appropriate non-verbal behavior and oral communication skills, to the instructor's satisfaction.
8	Job-Keeping Skills: Employer Expectations	Without the aid of references, the participant will identify what an employer expects from an employee and explain the importance of employer expectations in keeping a job, to the instructor's satisfaction.
9	Job Keeping Skills: Employee Relations/ Handling Problems on the Job	Given simulated role-play situations on a job, including job conflicts (with a supervisor or a fellow employee), the participant will demonstrate and explain, using good oral communication skills, good and bad work habits, and demonstrate how to resolve job conflict by himself/herself, and/or by grievance procedures, to the instructor's satisfaction.

Section 3

Employability Skills Assessment Procedures

Benchmark #5: Job Search: Want Ads and Job Leads

Select a situation for the participants (for instance, a participant wants a clerical position, has only 6 months classroom training, and types 35 wpm). Give the participants the classified section of the paper, and have the participants choose 3 jobs for which they feel they would qualify. Have the participants explain why they feel they would qualify for the positions. In addition, have the participants explain what the abbreviations in the want ads mean. Have the participants give you five kinds of information to look for in want ads that would help them decide which jobs to apply for.

In evaluating each participant, look at the following:

- Were the jobs selected by the participant appropriate (i.e., did the participant select jobs for which he lacked the specified experience and therefore would not get hired?)
- Did the participant understand the abbreviations in the want ads?
- Was the participant able to use the classified ads without difficulty?
- Was the participant able to give you the following kind of information about each job in cases where this information was available in the ad?

  a. Type of work
  b. Job location
  c. Amount of pay
  d. Working hours
  e. Education and/or training required.

Select a job lead situation for each participant, eg., job lead through the paper (want ad), or job lead through a friend. Select one of the ways in which participant will have to follow-up (i.e., personal contact, by letter, by telephone). Have the participant role play the follow-up.

In evaluating, look at the following:

Follow up by personal contact:

- Appropriateness of dress
- Speaking ability
- Interviewing technique
- Job application.

Follow-up by letter:

- Were spelling and grammar correct?
- Was the letter neat?
- Was the letter short and to the point?
- Did the letter contain the following information?

a. Name of the job the participant was applying for
b. Information about the participant's background and experience
c. Why the participant wants the job
d. References
e. Request for an interview.

Follow-up by telephone:

- Did the participant give his/her name?
- Did the participant ask for a specific individual?
- Did the participant state the job he/she was interested in?
- Did the participant state how he/she found out about the job?
- Did the participant get the time and date for interview, place of interview, name of person to see?
- Did the participant get information on the job requirements?
- Did the participant communicate in understandable English?

Benchmark #6: Filling Out Job Application

Explain to the participant that he/she is in a simulated personnel office of the XYZ Company and give the participant a job application. Explain to participant that the application must be neatly printed, filled out in ink, and all information which pertains to the participant must be completed, if possible. In addition, you can state to the participant what job he/she is applying for. You can state a time limit of 20 minutes. A participant should be able to complete an application within that timeframe. When the participant has completed the application, have it turned in to you.

Examine for the following:

- Neatness: no excessive crossing out, or unreadable writing
- Spelling
- Completeness

Possible Approaches:

1. Have students learn how to follow up on job leads by telephone. Have students role play presenting themselves well on the telephone and setting up job interviews.
2. Role play what happens when students present themselves at personnel offices where "apply in person" is specified instead of telephone contacts.

Results:

1. Increased understanding of the hiring process and increased skill in following up on job leads.

G. Filling Out Job Applications

Objective:

1. To increase one's skills in successfully completing job applications.

Possible Approaches:

1. Develop an employment-education history sheet as a working tool. Include employers, school, skills, and beginning and ending dates for each.
2. Learn how to secure references, and who makes good references.
3. Have all necessary documents: work permits, social security cards, etc.
4. Practice completing various job applications, using the employment/education history sheet to facilitate this process.

Results:

1. Increased understanding of, and ability to effectively complete job applications.

H. Job Interviews

Objective:

1. To develop the competencies needed for success in job interviews.

Possible Approaches:

1. Review general interviewing skills and focus specifically on job interviewing.
2. Have participant answer the following questions before the interview:
   a. What do I want?
   b. Why am I here?
   c. How can I contribute?
   d. What salary range will I consider?

3. Have participants role play the parts of both employer and applicant. Have participants' critique each other on appearance, behavior, style, content, etc.

4. Use audio and video tapes where possible to enable participants to hear and view themselves and improve their self-presentation skills accordingly.

5. Have employment interviewers from industry conduct mock interviews and critique applicants.

Results:

1. Increase competencies needed for successful job interviewing.

I. Job-Keeping Skills

Objectives:

1. To identify specific on-the-job problems that could arise.
2. To apply a problem-solving approach to effectively deal with these problems.
3. To identify appreciated work habits
   a. High quality work
   b. Productivity
   c. Ability to follow written/oral instructions
   d. Judgment
   e. Attendance
   f. Punctuality
   g. Calling for absences or lateness
   h. Telephone use
   i. Courtesy
   j. Interest in work
   k. Pride in one's work
   l. Grooming and personal habits

Possible Approach:

1. Design and develop various case studies or role play exercises to enable participants to develop, apply and critique a variety of solutions for each of various types of problems.
   a. Dealing with supervisors
   b. Dealing with co-workers
   c. Handling criticism
   d. Following rules
   e. Dealing with irresponsible behavior
   f. Dealing with inappropriate dress or personal habits.

Results:

1. Increased problem-solving skills and greater awareness of job keeping skills.

Benchmark # 7: Job Interviews

Use the application that the participant has completed. Explain to participant that he/she is going to be placed in a role play job interview, and he/she must treat it as the real thing. Set the scene (for instance, the personnel office at Burdines, 10 A.M. appointment, etc.). If you want, you may have a participant or instructor play the role of the receptionist. As the interviewer, ask questions about some of the following:

- Job experience
- Educational background and experience
- Why he/she wants to work for your company. Determine if the participant has any questions he or she cares to ask.

During the interview look for the following:

- Ability to express oneself in clear understandable English (i.e., free of slang or street language)
- Personal appearance: Was the participant neatly attired, in appropriate clothing? Was the participant's hair style appropriate, etc.? (Participants should have been notified in advance. If personal appearance is lacking, determine after the interview if participant knows how to dress and groom by asking the participant questions.)
- Was the participant able to sell himself/herself?
- Was he/she aggressive, confident, or timid?
- Did he/she answer questions in only yes or no style?
- Was the participant able to understand the questions asked, and were the responses expressive?
- Posture of participant. Was the participant too relaxed (lounging) or was the participant too stiff?

Benchmark #8: Employer Expectations

Ask the participant to give you 6 employer expectations and explain why meeting employer expectations is important in keeping one's job. Some employer's expectations that should be included are:

- Judgment
- Punctuality
- Ability to work with others
- Quality of work
- Productivity
- Ability to follow directions
- Courtesy
- Interest in one's work

Benchmark #9: Job Keeping Skills: Employee Relations/Handling Problems On The Job

a. Tell the participants they are in a role play office situation. Then select 2 participants, one who is being assessed/certified and one who is not. Without the assessment/certification candidate hearing, inform the one who is not being assessed that he/she is to demonstrate poor working relationships and habits. Then inform the other participant that he/she will have to demonstrate good working relationships and habits. Give them 10 to 15 minutes at the role play and then stop them.

   Ask the participant who had to demonstrate good working relationships and habits what was wrong with the other participant's performance.

b. Inform participants that they are in role play situation, and select a situation for the participants (for instance, trouble with an immediate supervisor or co-workers). Then inform the participants that he/she will have to solve the problem through either personal resolution or a grievance procedure. Have participants role play for approximately 10 minutes.

Evaluate participants' handling of the problem.

Personal Solution:

- Did the participant act friendly?
- Did he/she explain the problem and how it was affecting them?
- Did he/she offer a solution which was beneficial for both parties?

Grievance Procedure:

- Did the participant follow correct procedures or chain of command?

(Private Industry Council of South Florida)

ORAL COMMUNICATIONS CHECKLIST FOR USE WITH BENCHMARKS

	Satisfactory	Unsatisfactory
1. Did the participant speak clearly and distinctly?		
2. Did participant avoid using slang/ street language?		
3. Did participant use correct word pronunciation?		
4. If non-verbal communication was used, did the participant use it correctly and was it appropriate?		

Remarks:

Signature: _____ Date: _____

Source: Private Industry Council of South Florida

Work Maturity

Section 2

WORK MATURITY BENCHMARKS

Benchmark Number		
1	Attendance	Given an eight week period, the participant will have no more than 3 excused absences in this period, unless extenuating circumstances were present and are documented.
2	Punctuality	Given an eight week work period, the participant will not exceed a total of five minutes late in each five day work period. In addition, the participant will demonstrate the procedures for notifying supervisors if they are going to be late.
3	Grooming/ Hygiene	Given an eight week work period, the participant will demonstrate good grooming and hygiene and the ability to dress according to the job to be performed, to the supervisor's satisfaction, as documented in biweekly evaluation forms completed by the supervisor.
4	Following Directions	Given oral instructions for a work assignment, the participant will complete the assignment as instructed and within the timeframe specified if a time limit was given, to the supervisor's satisfaction.
5	Quality of Work	Given work assignments, the participant will accurately complete the assignments to the supervisor's satisfaction, as documented in biweekly evaluation forms completed by the supervisor.
6	Work Quantity	Given work assignments and instructions, the participant will complete all tasks in accord with the instructions provided, as documented in biweekly evaluation forms completed by the supervisor.
7	Dependability	Given work assignments, the participant will demonstrate that he/she can follow directions, complete work on time, as specified, without close supervision, to the supervisor's satisfaction, as documented in biweekly evaluation forms completed by the supervisor.
8	Working Relationships	Given work assignments which require giving or receiving assistance, the participant will demonstrate ability to work with co-workers, to the supervisor's satisfaction, as documented in biweekly evaluation forms completed by the supervisor.
9	Personal Behavior	Given an eight week work period, the participant will demonstrate acceptable behavior, to the supervisor's satisfaction, as documented in a biweekly checklist completed by the supervisor.

Section 3

Work Maturity Assessment Procedures

Benchmark #1: Attendance

A. Review participant's time sheet for attendance and check supervisor's records for documented absences.

B. Review supervisor's evaluation forms.

Benchmark #2: Punctuality

A. Review participant's time sheet and supervisor's records for any lateness exceeding five minutes.

B. Review supervisor's evaluation forms.

C. Give participant a role play situation in which participant will be late for work.

D. In evaluating role play, the participant must demonstrate the ability to notify the supervisor in sufficient time that he/she will be late, including reason for lateness and estimated arrival time.

Benchmark #3: Grooming/Hygiene

A. Review supervisor's evaluation forms.

B. Look at the participant and arrive at a judgment on his/her grooming/hygiene, using the attached checklist for determining if the participant has met the requirements of this benchmark.

Benchmark #4: Following Directions

A. Review supervisor's evaluation forms.

B. Select a task for the participant. Give the participant oral instruction on the task and set a time limit for task completion.

C. Evaluate the participant's performance in the following areas:

- Participant's attitude
- Were the instructions followed correctly?
- Did participant ask questions if he/she was confused about the task?
- Did the participant complete the task in the specified timeframe?

Benchmark #5: Quality of Work

A. Review supervisor's evaluation forms.

B. Select a task for the participant to perform, giving all instructions.

C. Evaluate the quality of the participant's work, using the attached checklist.

Benchmark #6: Work Quantity

A. Review supervisor's evaluation forms.

B. Select tasks for the participant to perform, giving all necessary instructions. This may include the task used above (Benchmark #5).

C. Evaluate the quantity of work performed, using the attached checklist.

Benchmark #7: Dependability

A. Review supervisor's evaluation forms.

B. Select a task for the participant to perform, giving all necessary instructions. This may include the same task(s) used for assessing benchmark #5 and benchmark #6, evaluated in relation to the criteria for dependability.

C. Evaluate the quantity of work performed, using the attached checklist.

Benchmark #8: Working Relationships

A. Review supervisor's evaluation forms.

B. Select a task assignment in which the participant must assist or receive assistance in completing a task.

C. Evaluate the participant, using the attached checklist.

Benchmark #9: Personal Behavior

A. Review supervisor's evaluation forms.

B. Evaluate the participant, using the attached checklist.

(Private Industry Council of South Florida)

Work Maturity Benchmarks

Supervisor/Evaluator Checklist for Assessing Benchmark Attainment

Agency _____ Project _____

Worksite _____

Supervisor _____

Participant _____ Time Period _____

	Satisfactory	Unsatisfactory
1. Attendance		
2. Punctuality		
3. Grooming/Hygiene: A. Does participant dress appropriately for the job (no shorts, halters, etc.)? B. Does participant groom hair neatly and appropriately? C. Does participant keep beard/moustache neatly trimmed, if applicable? D. Does participant demonstrate good hygiene?		
4. Following Directions: A. Does participant exhibit a positive attitude? B. Were instructions followed correctly? C. Does participant ask questions, if necessary? D. Was task completed within specified time-frame?		
5. Quality of Work: A. Was completed work neat and accurate? B. Were errors corrected? C. Were instructions followed?		
6. Work Quantity: A. Was all assigned work completed? B. Were work assignments completed in a timely and efficient manner? C. Was the quantity of work completed in accordance with the instructions given?		
7. Dependability: A. Were all instructions followed? B. Was work completed in a timely and efficient manner? C. Did participant demonstrate initiative in completing a task (e.g., finding a better way)? D. If minimal instructions were given, did the participant use good judgment in completing the task? E. Can participant carry out work assignments without constant supervision?		
8. Working Relationships: A. Does participant render assistance to co-worker if requested? B. Does participant readily request assistance from co-worker? C. Does participant exhibit a positive attitude when working with co-worker?		
9. Personal Behavior: A. Is participant cooperative? B. Is participant friendly? C. Does participant readily accept work? C. Is participant willing to listen to new ideas?		

Remarks:

Signature: _____ Date: _____

Pre-Employment and Work Maturity Skills, Example 3: Youth Employment Competencies for Pre-Employment and Work Maturity

Source: Private Industry Council of Humboldt County, Eureka, California

Local employers are involved in the development and validation of this competency based system. Employers are contacted on a continual basis in order to keep the competencies required for specific occupations current and updated. This competency system is divided into three "tiers" to correspond to the three age groupings of youth that JTPA can serve.

PRE-EMPLOYMENT AND WORK MATURITY SKILLS

TIER I: Ages 14-21

I.A. SELF AWARENESS

I.A -1 Explain the factors to consider in making career and job choices.

Measures: a. List 5 basic factors to consider in making career and job choices, and explain why each is important.

Tool or Document: a. Career Assessment Summary and Trainer's appraisal

---

I.A-2 Explain your personal values as they relate to work.

Measures: a. Complete the classification and ranking of a series of work statements according to their importance to you; and

b. Ability to discuss your personal values as they relate to work with your peers, the trainer(s) and/or your counselor.

Tool or Document: a. Career Planning Work Values Worksheet and Career Assessment Summary

b. Trainer's appraisal

I.A-3 Identify the strengths that you have that might apply to a work situation.

Measures: a. Complete a "billboard" to describe your strengths as they might apply to a work situation, and be able to discuss it with your trainer(s) and peers.

Tool or Document: a. Career Planning Strengths Billboard and trainer's appraisal

---

I.A-4 Identify skills that you would enjoy using on-the-job

Measures: a. Given a list of skills, complete the selection and sorting of those skills into four groups ranging from "not satisfying" to "most satisfying"; and

b. Ability to discuss how your skills relate to what is needed in 3 of your job choices.

Tool or Document: a. Eureka system's "microskills" printout based upon skills inventory packet data input

b. Trainer's appraisal

I.A-5 Describe a fantasy job that includes factors you consider important.

Measures: a. Draw a detailed picture of yourself working in your ideal job; and

b. Ability to describe your fantasy job to your peers, and to relate how it applies to factors in making your career and job choices.

Tool or Document: a. Career Assessment Summary Worksheet

b. Trainer's appraisal

TIER II: Ages 16-21

II.A WRITING RESUMES AND APPLICATIONS

II.A-1 Write a life/work history.

Measures: a. Completed life/work history with 80% accuracy in language usage, grammar and spelling.

Tool or Document: a. Job Club Life/Work History worksheet

II.A-2 Prepare standard resume to reflect experience, training and goals.

Measures: a. Completed resume with 100% accuracy in language usage, grammar and spelling.

Tool or Document: a. Resume

II.A-3 Demonstrate the ability to complete standard job applications.

Measures: a. Complete three different standard job applications neatly and legibly and with 100% accuracy in spelling, content, and language usage.

Tool or Document: a. Applications

II.C-3 Demonstrate the ability to conduct effective job interview.

Measures: a. Receive an average rating of 3 or better on items for two videotaped mock interviews using scales of 1-5:

1=not acceptable
2=needs improvement
3=average
4=good
5=excellent

Tool or Document: a. Trainer's ratings on scales of 1-5

II.C-4 Demonstrate the ability to accept a job offer effectively.

Measures: a. Receive a rating of "satisfactory" on your acceptance of a mock job.

Tool or Document: a. Trainer's ratings

TIER III: Ages 18-21

III.A JOB SEARCH

III.A-1 Prepare a short term (30 day) job search plan.

Measures: a. Completed action plan with daily weekday activities, timeline and goals.

Tool or Document: a. Action Plan

III.A-2 Assemble a job search portfolio.

Measures: a. Completed portfolio to include 5 typed resumes, completed applications, and list of three references with all documents neat, legible and with no spelling errors.

Tool or Document: a. Completed portfolio

III.A-3 Identify potential employers for your chosen job field.

Measures: a. Use directories, newspapers and other publications to list 10 potential leads a day, including names, addresses and telephone numbers.

Tool or Document: a. Job Club Leads List

III.A-4 Use the telephone to find job openings.

Measures: a. Average of ten calls a day.

Tool or Document: a. Action Plan Record

III.A-5 Demonstrate the ability to obtain job interviews.

Measures: a. Obtain an average of one interview per day.

Tool or Document: a. Action Plan Record and business card or facsimile from interviewer

---

Pre-Employment and Work Maturity Skills, Example 4: Youth Competency Statements for Summer Youth Employment and Training Program

Source: Denver Employment and Training Administration

The competency system presented here identifies areas of competency that all participants were expected to achieve during the Summer Youth Employment and Training Program (PY 1984). The attainment of youth competencies was based on the following assessment strategy:

> Each competency will be evaluated by considering all the indicators which are essential to the overall performance of the competencies identified. These competencies will be rated on the following 1-5 scale:
>
> 5 - OUTSTANDING PROFICIENCY: Participant consistently performs above average.
>
> 4 - SATISFACTORY PROFICIENCY: Participant consistently performs satisfactorily.
>
> 3 - PARTIAL PROFICIENCY: Participant has mastery of some of the tasks associated with this competency.
>
> 2 - MARGINAL PROFICIENCY: Participant is beginning to learn the basic tasks associated with this competency or has a little ability from past experience.
>
> 1 - NO PROFICIENCY: Participant is entering activity with no relevant prior experience associated with this competency or demonstrates little progress in developing proficiency.

Pre-employment Competency Area

COMPETENCY INDICATOR	BENCHMARK	ASSESSMENT
1. Participant will be able to satisfactorily complete employment application.	Participant will receive a rating of "satisfactory" in each of the following areas: 1. Neatness 2. Accuracy/Completeness 3. Legibility 4. Spelling/Grammar 5. Following directions	Product Review: The participant must attain a satisfactory rating in the five identified areas on 2 out of 3 applications.
2. Participant will be able to perform satisfactorily in a job interview.	Participant will receive a rating of "satisfactory" in each of the three categories: 1. Verbalizing a. Volunteering information b. Asking questions c. Answering questions 2. Personal Characteristics a. Appearance b. Ability to work with others c. Hand shake d. Eye contact e. Posture 3. Knowledge/Interest of Company and Position	Behavioral Observation: The participant must attain a satisfactory rating in each of the three identified categories.

(Denver Employment and Training Administration)

PARTICIPANT PERFORMANCE EVALUATION
WORK MATURITY COMPETENCY*

Participant: _____

Worksite: _____

Hire Date: _____ Report Due Date: _____

Monitor: _____

INSTRUCTIONS: Comments required for all ratings Partial Proficiency, Marginal Proficiency, and No Proficiency. Please include what participant needs to do to improve performance. If you have any questions, the assigned monitor will assist you

COMPETENCY AREAS	RATING SCALE					COMMENTS
Participant will be evaluated every two weeks in 13 areas of WORK MATURITY SKILLS. Participant will be rated as follows for this particular evaluation:	OUTSTANDING PROFICIENCY	SATISFACTORY PROFICIENCY	PARTIAL PROFICIENCY	MARGINAL PROFICIENCY	NO PROFICIENCY	
Participant has demonstrated good attendance & punctuality.						
Participant has followed leave procedures.						
Participant seeks additional tasks.						
Participant completes all assigned tasks.						
Participant completes tasks on a timely basis.						
Participant can and does follow instructions.						
Participant properly maintains equipment used.						
Participant works well with co-workers.						
Participant interacts well with supervisor.						
Participant can solve work-related problems independently.						
Participant seeks advice from co-workers and/or supervisors.						
Participant has the ability to prioritize tasks.						
Participant dresses appropriately for the job.						

Achieved Satisfactory in 9 of 13 areas _____
OR
Increased 2 levels in 9 of 13 areas. _____

IF PARTICIPANT NEEDS IMPROVEMENT, FOLLOW-UP WILL BE DONE ON: _____ (Date)

This report is based on my observation and knowledge and represents my best judgement of the participant's performance.

_____ _____ _____
SIGNATURE OF PANEL MEMBER POSITION DATE

This report has been discussed with me: _____
PARTICIPANT'S SIGNATURE

Quadrant Coordinator Initials: _____

*Youth are evaluated every two weeks by the appropriate worksite supervisor using this rating scale.

Source: Denver Employment and Training Administration

Work Maturity Competency Area

COMPETENCY INDICATOR	BENCHMARK	ASSESSMENT
1. Participant will demonstrate good attendance and punctuality.	Rating of satisfactory or better.	Measured by employer rating sheet.
2. Participant will notify supervisor if he/she will be late or absent.	Rating of satisfactory or better.	Measured by employer rating sheet.
3. Participant will complete tasks to the satisfaction of the employer.	Rating of satisfactory or better.	Measured by employer rating sheet.
4. Upon completion of tasks, participant will immediately seek additional tasks or request further assignments from the supervisor.	Rating of satisfactory or better.	Measured by employer rating sheet.
5. Participant will complete assigned tasks within reasonable time frames.	Rating of satisfactory or better.	Measured by employer rating sheet.
6. Participant will follow instructions to the satisfaction of the supervisor.	Rating of satisfactory or better.	Measured by employer rating sheet.
7. Participant will properly use and maintain the equipment used on the worksite.	Rating or satisfactory or better.	Measured by employer rating sheet.
8. Participant will work with co-workers in a compatible manner according to worksite policies.	Rating of satisfactory or better.	Measured by employer rating sheet.
9. Participant will interact with supervisor in a mature manner.	Rating of satisfactory or better.	Measured by employer rating sheet.
10. Participant will attempt to solve work-related problems independently.	Rating of satisfactory or better.	Measured by employer rating sheet.
11. Participant will seek advice from supervisor and/or co-workers when needed.	Rating of satisfactory or better.	Measured by employer rating sheet.
12. Participant will demonstrate ability to organize by prioritizing the tasks involved in an assignment.	Rating of satisfactory or better.	Measured by employer rating sheet.
13. Participant will dress appropriately for the job site.	Rating of satisfactory or better.	Measured by employer rating sheet.

(Denver Employment and Training Administration)

SUMMER YOUTH EMPLOYMENT & TRAINING PROGRAM
PARTICIPANT PERFORMANCE EVALUATION
PRE-EMPLOYMENT COMPETENCIES
APPLICATION PROCESS

Participant: _____

Worksite: _____

Hire Date: _____ Report Due Date: _____

Monitor: _____

INSTRUCTIONS: Comments required for all ratings of Partial Proficiency, Marginal Proficiency and No Proficiency. Please include what participant needs to do to improve performance. If you have any questions, the assigned monitor will assist you.

COMPETENCY AREAS	RATING SCALE					COMMENTS
Participant has received and satisfactorily completed the pre-employment orientation. Participant has been rated in all areas as follows:	OUTSTANDING PROFICIENCY	SATISFACTORY PROFICIENCY	PARTIAL PROFICIENCY	MARGINAL PROFICIENCY	NO PROFICIENCY	
APPLICATION PROCESS:						
Neatness						
Accuracy/Completeness						
Legibility						
Spelling/Grammar						
Following Directions						

IF PARTICIPANT NEEDS IMPROVEMENT, FOLLOW-UP WILL BE DONE ON: _____ (Date)

This report is based on my observation and knowledge and represents my best judgment of the participant's performance.

_____ SIGNATURE OF SUPERVISOR

_____ SUPERVISOR'S TITLE

_____ DATE

This report has been discussed with me: _____ PARTICIPANT'S SIGNATURE

Quadrant Coordinator Initials: _____

(Denver Employment and Training Administration)

SUMMER YOUTH EMPLOYMENT & TRAINING PROGRAM
PARTICIPANT PERFORMANCE EVALUATION
PRE-EMPLOYMENT COMPETENCIES

Participant: _____

Worksite: _____

Hire Date: _____ Report Due Date: _____

INSTRUCTIONS: Comments required for all ratings of Partial Proficiency, Marginal Proficiency and No Proficiency. Please include what participant needs to do to improve performance.

COMPETENCY AREAS	RATING SCALE					COMMENTS
PARTICIPANT HAS RECEIVED AND SATISFACTORILY COMPLETED THE PRE-EMPLOYMENT ORIENTATION. PARTICIPANT HAS BEEN RATED IN ALL AREAS AS FOLLOWS:	OUTSTANDING PROFICIENCY	SATISFACTORY PROFICIENCY	PARTIAL PROFICIENCY	MARGINAL PROFICIENCY	NO PROFICIENCY	
COMMUNICATION/VERBALIZING: Sends clear messages and is able to correctly understand the messages to others.						
Listens to questions and answers completely and directly.						
Provides voluntary information regarding self interests, abilities, additional skills and/or previous experience.						
Asks questions clearly and concisely.						
PERSONAL CHARACTERISTICS: Able to identify and demonstrate positive personal appearance and attitude.						
Appearance is neat and clean.						
Identifies and communicates ability to work with others constructively.						
Demonstrates positive attitude through usage of firm handshake, maintains steady eye contact, and body posture.						
KNOWLEDGE OF COMPANY AND POSITION: Communicates basic background knowledge of company/program.						
Communicates basic knowledge of position.						

IF PARTICIPANT NEEDS IMPROVEMENT, FOLLOW-UP WILL BE DONE ON (Date) _____

This report is based on my observation and knowledge and represents my best judgment of the participant's performance.

_____ _____ _____
Signature of Panel Member Position Date

This report has been discussed with me _____
Participant's Signature

Quadrant coordinator initials: _____

Pre-Employment and Work Maturity Skills, Example 5: Pre-Employment Competency System
Source: Maine Department of Labor, Employment and Training Division

The design of this system is based upon four pre-employment areas: Career Decision-Making, Life/Work Management, Job Getting Skills, and Work Maturity. Under each of these competency areas, specific competencies are addressed. See the following table which shows a composite definition of the four competency areas and the specific competencies each includes. The examples presented here represent only one specific competency for each of the competency areas of 1) Career Decision-Making and 2) Work Maturity. This competency system includes a corresponding curriculum guide which suggests activities and curriculum for each specific competency (an example is not included). The assessment forms included here correspond to more of the specific competencies than the two examples shown (Self-Assessment and Dependability/Reliability). The forms represent all the specific competencies for this system that require such an instrument as a means for assessing attainment.

(Maine Department of Labor, Employment and Training Division)

Pre-employment Competency Areas
And Specific Competencies

Competency Area: Career Decision-Making	Competency Area: Life/ Work Management	Competency Area: Job Getting	Competency Area: Work Maturity
Specific Competencies - Client is able to:	Specific Competencies - Client is able to:	Specific Competencies - Client is able to:	Specific Competencies - Client is able to:
Self-Assessment - Assess values, identify skills, describe obstacles to employment	Managing Personal Responsibility - Provide for basic needs, transportation and day care. Use consumer skills, manage money. Be aware of employers' expectations regarding substance abuse.	Job Seeking - Identify job opportunities	Dependability/Reliability - Maintain an acceptable attendance record, maintain punctuality, give notice of interruptions, demonstrate reliability, follow rules of the work place
Career Awareness - Identify career clusters, know specific jobs in clusters and job duties	Problem Solving/Coping - Identify a problem, get more information, analyze it, develop alternatives, select a course of action, persevere through obstacles.	Resumes and applications - Complete an application and a resume	Communication Skills - Follow instructions, ask for clarification, use listening skills
Labor Market Information - Describe current local labor market, growth occupations, relate career choice to local labor market		Contact Skills - Contact employers by phone, letter, or in person	Personal Relations - Maintain positive attitudes toward others, accept supervision and criticism, cooperate with others and accept chain of command
Career Choice - Select an appropriate career goal, know how skills could be used in other jobs, plan for career goal and develop specific steps		Interviewing - Schedule, prepare for, complete, and evaluate an interview	Initiative/Productivity - Organize time effectively, be responsible, care about the quality of work
			Worker Rights - Understand use of tax forms, employee benefits, legal rights and responsibilities of the work place

COMPETENCY AREA:

CAREER DECISION-MAKING

SPECIFIC COMPETENCY:

"SELF-ASSESSMENT"

1. Self-Assessment

Self-assessment is defined as knowledge of self as related to the world of work. Assessing the self is really a learning process and should be repeated in order to be internalized for later use. It requires the use of divergent thinking abilities so that the client moves from general interests, abilities, skills, and values to a specific career area where those skills can be used. It also requires good analytical skills and openness to learning new information about the self.

It should be noted that the benchmarks do not represent the area of self-assessment. Even after the specific benchmarks have been attained, the client will need to complete assessment on the larger and more personal areas of self-assessment. This should be an ongoing process throughout life. The specific benchmarks were chosen because they relate to employment.

When a youth completes this competency, he/she is able to:

1. assess values in relation to employment;
2. identify skills and aptitudes;
3. describe employment history or past experience and evaluate them as related to future work; and
4. describe obstacles to employment and the possible solutions for those barriers.

(Maine Department of Labor, Employment and Training Division)

COMPETENCY AREA: Career Decision-Making SPECIFIC COMPETENCY: Self Assessment

Indicator	Benchmark	Suggested Method of Assessment	Possibilities for Certification
Demonstrate an ability to:			
a. Assess values (interests) in relation to the world of work	by listing 5 personal values and discussing why these are necessary to success on the job	Evaluation of Performance	List of 5 personal values and a discussion checklist
b. Identify skills and aptitudes	by listing 3 personal skills that would be an asset on the job and 3 personal barriers that would be detrimental	Evaluation of Performance, Use of standardized Aptitude test	List of 3 skills and 3 weaknesses, test score summary sheet
c. Describe employment history and experience	by summarizing past work history or experience and evaluating past job performance or experience adequately	Counselor or Employer Appraisal	Written summary of past work or related experience, Employer Appraisal Summary
d. Describe obstacles to employment and possible solutions	by identifying the 3 most significant barriers to employment and solutions including initial steps to follow for each solution	Evaluation of Performance	List of 3 barriers, possible solutions, and initial steps

COMPETENCY AREA:

WORK MATURITY

SPECIFIC COMPETENCY:

DEPENDABILITY/RELIABILITY

1. Dependability/Reliability

One of the major reasons an employer retains an employee is because the employee is dependable and reliable. She or he can be counted on to show up on time, call in advance if ill, and be at work on a regular basis. An employer also has to trust an employee with money and materials. A reliable employee is one who will follow the rules of the work place. Few employers will keep an employee who cannot demonstrate these skills.

When the Youth is certified in this area, he/she is able to:

a. maintain an acceptable attendance record;
b. maintain punctuality;
c. give timely notice of interruptions;
d. demonstrate reliability; and
e. follow the rules of the work place.

(Maine Department of Labor, Employment and Training Division)

COMPETENCY AREA: Work Maturity SPECIFIC COMPETENCY: Dependability/Reliability

Indicator	Benchmark	Suggested Method of Assessment	Possibilities for Certification
Demonstrate an ability to:			
a. Maintain an acceptable attendance record	by meeting the written standards of the program for one month's time or	Evaluation of Performance	Program attendance records
	by meeting the standards of at least one previous employer or school	Evaluation of Performance	Employer or School verification
b. Maintain punctuality	by being on time consistently for the training activities each day over a three-week period or	Evaluation of Performance	Record of lateness to program activities
	by holding a satisfactory record of punctuality at previous employer's worksite	Evaluation of Performance	Employer or School verification
c. Give timely notice of interruptions to work schedule	by consistenly giving notice of expected tardiness, or absence in advance if possible	Evaluation of Performance	Employer or School verification
d. Demonstrate reliability	by caring appropriately for money, material, and property	Counselor/ Employer Appraisal	Counselor/Employer Appraisal
e. Follow rules of the worksite or training site	by verbalizing the rules and consistently following the rules for at least 4 consecutive weeks.	Counselor/ Employer Appraisal	Counselor/Employer Appraisal

(Maine Department of Labor, Employment and Training Division)

Appraisal Summary Form

This form represents all of the specific competencies that require an appraisal as a method of assessment. It can be completed by an employer on a worksite, an instructor/counselor, and as a motivating process by the client. Each benchmark should be examined and evaluated using the following numbers:

1=not at all; 2=poorly; 3=average; 4=very good; 5=excellent. A youth must receive 3 or above to have met that benchmark.

Competency (Indicator) Benchmark

1) Self-Assessment
Can describe employment history & experience.....by evaluating past job performance and/or experience adequately
1 2 3 4 5

Comments: _____

2) Career Awareness
Can identify career clusters.....by identifying 2 career clusters of interest
1 2 3 4 5

Comments: _____

3) Career Choice
Can select an appropriate career goal.....by describing a career goal that is consistent with one's interests, abilities, resources, and constraints
1 2 3 4 5

Comments: _____

4) Managing Personal Responsibility
Can provide basic needs of food, shelter, clothing.....by developing methods to meet those needs
1 2 3 4 5
and by using social service agencies if needed
1 2 3 4 5

Comments: _____

Competency (Indicator)	Benchmark
5) Problem-Solving Can persevere through obstacles.....	by following through with solutions 1 2 3 4 5 developing alternative solutions 1 2 3 4 5 completing at least one month's steps toward that solution 1 2 3 4 5
Comments: _____	
6) Interviewing Can prepare for an interview, interview effectively and understand the purpose of an interview.....	by performing an evaluation of how he/she has done during the interview 1 2 3 4 5
Comments: _____	
7) Dependability/Reliability Demonstrates reliability.....	by caring appropriately for money, material, property 1 2 3 4 5
Comments: _____	
Follows the rules of the worksite or training site.....	by verbalizing the rules 1 2 3 4 5 and by following the rules of the work or training site by at least 4 consecutive weeks
Comments: _____	
8) Communication Skills Can follow directions.....	by consistently performing tasks as explained verbally or in writing 1 2 3 4 5
Comments: _____	
Ask for clarification.....	by asking for more information if instructions are not understood 1 2 3 4 5
Comments: _____	
Speak clearly and effectively.....	by summarizing his/her work history in an interview situation 1 2 3 4 5 and by verbally describing problems that occur on a worksite and how they might be resolved 1 2 3 4 5
Comments: _____	
Can use listening skills.....	by being able to repeat information presented 1 2 3 4 5 by being able to explain information presented 1 2 3 4 5
Comments: _____	
9) Personal Relations Can maintain a positive attitude toward others on the worksite.....	by dressing appropriately and maintaining good hygiene 1 2 3 4 5 and respecting other people's rights 1 2 3 4 5
Comments: _____	
Can accept supervision and criticism.....	by altering behavior when appropriate 1 2 3 4 5 verbalizing expectations of supervisor 1 2 3 4 5 and seeking feedback on performance 1 2 3 4 5
Comments: _____	

Competency (Indicator)

Cooperates with co-workers and accepts the chain of command.....by being supportive of other people's activity
1 2 3 4 5
and following the chain of command for approval if required
1 2 3 4 5

Comments: _____

10) Initiative/Productivity

Can organize time effectively.....by seeking secondary tasks when the primary tasks are completed
1 2 3 4 5

Can sustain responsibility.....by learning new tasks associated with job
1 2 3 4 5
solve problems objectively
1 2 3 4 5
accepting change
1 2 3 4 5
seeking guidance
1 2 3 4 5

Comments: _____

Can exhibit ownership in the quality of the product.....by consistently trying to improve the product
1 2 3 4 5

This form was completed by: _____

Title: _____

Worksite or Delivery Area: _____

If parts of this form are completed at different times throughout the program, indicate the date in the comment section.

(Maine Department of Labor, Employment and Training Division)

Prior Employment or School Verification Form

In order for the ABC program to certify that this youth has achieved certain standards at school or in the workplace, please verify the following items. Some items relate more to a school or others to a place of employment. If the item does not relate to your site, place circle N/A and if you have no knowledge about that particular item please circle UK for unknown. The numbers below each item represent frequency, 1=seldom, 2=sometimes, 3=usually or the average, 4=frequently, 5=almost always.

Name of youth _____
School/Worksite: _____
Name of person completing this form: _____
Youth's Duration at this school or worksite: _____
Date the form was completed: _____

The youth-named above has demonstrated that he/she:

1) Can provide transportation that is reliable

1 2 3 4 5 N/A UK

2) Has reliable childcare

1 2 3 4 5 N/A UK

3) Provide basic needs for self such as food, shelter, clothing

1 2 3 4 5 N/A UK

4) Design and maintain a budget

1 2 3 4 5 N/A UK

5) Free from substance abuse

1 2 3 4 5 N/A UK

6) Has good problem solving abilities such as can identify problem, analyze it, suggest alternatives, choose a course of action and persevere.

1 2 3 4 5 N/A UK

7) Can complete an accurate application

1 2 3 4 5 N/A UK

8) Contact an employer and make a good first impression

1 2 3 4 5 N/A UK

9) Interview effectively

1 2 3 4 5 N/A UK

10) Maintain an acceptable attendance record

1 2 3 4 5 N/A UK

11) Is on time

1 2 3 4 5 N/A UK

12) Gives notice in advance of interruptions to schedule

1 2 3 4 5 N/A UK

13) Is reliable by caring for money and material appropriately

1 2 3 4 5 N/A UK

14) Follow rules of worksite or school

1 2 3 4 5 N/A UK

15) Follows instructions

1 2 3 4 5 N/A UK

16) Speaks well and effectively

1 2 3 4 5 N/A UK

17) Uses listening skills

1 2 3 4 5 N/A UK

18) Positive attitude toward others

1 2 3 4 5 N/A UK

Dresses appropriately

1 2 3 4 5 N/A UK

Respects others rights

1 2 3 4 5 N/A UK

19) Accepts supervision and criticism

1 2 3 4 5 N/A UK

20) Accepts chain of command

1 2 3 4 5 N/A UK

Cooperates with co-workers

1 2 3 4 5 N/A UK

21) Organizes time effectively

1 2 3 4 5 N/A UK

Learns new tasks easily

1 2 3 4 5 N/A UK

Accepts Change

1 2 3 4 5 N/A UK

Pre-Employment and Work Maturity Skills, Example 3: Pre-Employment Skills Competency System
Source: Vermont Department of Employment and Training

This competency system is based on a two tiered program structure. The pre-employment competencies relate to the Pre-employment Skills Training Program while the Work Maturity (or Work Maintenance) competencies relate to the Entry Employment Experience Program. Somewhat different standards of attaining and measuring competencies exist for each Tier. Tier I competencies have to be mastered before youth can participate in Tier II. Thus, the Pre-employment Skills Training Program is a prerequisite for youth participation in the Entry Employment Experience Program. The examples that follow represent only two out of a total of twenty-three competencies identified for this system.

Pre-Employment Competency Area: Acquisition of Work

Competency #8:

Demonstrates ability to identify 3 occupations of personal interest in local labor market area, and where the people in these occupations work.

Description: This competency is intended to help youth explore occupations of personal interest in their labor market and find out where the people in these occupations work. Many youth have never gone the next step after identifying an occupation of interest, which is to explore if and where that occupation does exist in their local labor market area. This competency is designed to help the participant gain this knowledge and the ability to do a little research (i.e. finding out where the occupation exists). It also helps the participant to gain a better general understanding of his or her local labor market.

Assessment Method: This competency should be measured for attainment by using the Occupations Worksheet (combined worksheet for competencies 8 and 9). The trainer should review and discuss the completed worksheet with the participant. Although trainer notes are optional, if the participant has significant difficulties mastering this competency, these should be noted.

Documentation: Once this competency is mastered the procedure for documenting it shall involve a trainer's signature and date on the completed worksheet. This signed worksheet should be placed in the participant's file, along with any relevant trainer notes.

The trainer should also initial and date the participant's Competency Attainment Record.

(Vermont Department of Employment and Training)

Competency 8 and 9 (combined worksheet)

OCCUPATIONS WORKSHEET

Name: _____ Date: _____

List three (3) occupations you are interested in which can be found in the towns you identified in Competency #6. List the names of the employers, their addresses and phone numbers. Also find out and write the starting wage for each of these occupations in the blank provided.

OCCUPATION 1: _____ Starting wage: _____
Employer: _____
Address: _____ Phone #: _____
_____

OCCUPATION 2: _____ Starting wage: _____
Employer: _____
Address: _____ Phone #: _____
_____

Occupation 3: _____ Starting wage: _____
Employer: _____
Address: _____ Phone #: _____
_____

_____ _____
(Trainer Signature) (Date)

(Vermont Department of Employment and Training)

COMPETENCY 8 and 9 (combined worksheet) OPTIONAL OCCUPATIONS WORKSHEET

Name: _____ Trainer Signature: _____

Date: _____ Date: _____

1st Choice for an occupation or job is: _____

Name, address and phone number of an employer in your area who hires people for this type of occupation or job is:

Employer Name: _____ Address: _____

Phone #: _____

The starting wage for the above occupation or job is: _____

Some of the benefits offered are: _____

Three characteristics of this job are: (example: outdoor work)

1. _____
2. _____
3. _____

The major duties of this occupation or job are:

1. _____
2. _____

The growth potential for this occupation or job is: _____

The average working conditions are: _____

_____

Source: Vermont Department of Employment and Training

Work Maturity Competency Area: Work Maintenance

Competency #18:

Demonstrates ability to cooperate with and assist co-workers - does not interfere with the work of co-workers.

Description: This competency is intended to train youth to cooperate with and assist their co-workers. Very few firms expect their workers to be or become best friends, however, they do expect their workers will get along and help each other. A worker who never, seldom or only sometimes gets along with and assists co-workers is not a desirable employee to most employers. On the other hand, a worker who usually or always cooperates and assists others is desired by employers. This competency is designed to show that a participant is able to cooperate with and assist co-workers.

Assessment Method: This competency should be measured for attainment by using the Competency Rating Record. The trainer must rate the participant's performance each day of training. Specifically, the trainer must indicate whether the youth, on a scale of one to five (never = 1, seldom = 2; sometimes = 3; usually = 4; or always = 5) cooperates with and helps his or her co-workers. For mastery of this competency the participant must maintain an average rating of four (4) or better for the duration of the program.

Trainer notes are encouraged for this competency. It would be appropriate, for example, to note situations in which the participant does something out of the ordinary which helps his or her co-workers. If the participant does or says something that fosters a cooperative, cohesive work group, this should also be recorded in writing.

Documentation: To document the attainment of this competency, the trainer shall initial the Competency Rating Record. The Competency Rating Record and any relevant trainer notes should be placed in the participant's file.

Once this competency has been mastered the trainer should initial and date the participant's Competency Attainment Record.

(Vermont Department of Employment and Training)

TRAINER NOTES

Name: _____ Date: _____

Competency #17 (Attitude): _____

Competency #18 (Cooperation & assisting co-workers): _____

Competency #19 (Following instructions): _____

(Vermont Department of Employment and Training)

TIER I WORKSITE SUPERVISOR REPORT/COMPETENCY CHECKLIST

PARTICIPANT: _____ WORKSITE: _____

Report Period from: _____ to: _____ Date: _____

(Ratings: 1 - Never; 2 - Seldom; 3 - Sometimes; 4 - Usually; 5 - Always

COMPETENCY	RATING	AVE. RATING
#11 Maintains an acceptable attendance record. (Average rating of 4.5 required for mastery		
a. No unexcused absences		
b. No chronic absenteeism		
c. Calls supervisor if going to be late or absent from work		
d. Lets supervisor know in advance of appointments		
TOTAL:		
#12 Reports to work on time. (Average rating of 4.5 required for mastery.)		
#13 Completes assigned tasks on time. (Average rating of 4 required for mastery.)		
#14 Uses appropriate language. (Average rating of 4 required for mastery.)		
#15 Requests and performs work assignments without prompting. (Average rating of 4 required for mastery.)		
a. Shows initiative		
b. Shows motivation		
c. Is willing to learn new tasks		
d. Asks for work		
e. Performs assigned work without prompting		
TOTAL:		
#16 Appropriately cares for personal dress, grooming and hygiene. (Averate rating of 4 required for mastery.)		
#17 Maintains a positive attitude. (Average rating of 4 required for mastery.)		
#18 Cooperates with and assists co-workers (Average rating of 4 required for mastery.)		
#19 Follows instructions. (Average rating of 4 required for mastery.)		
a. Follows written and verbal instructions		
b. Asks questions if (s)he does not understand instructions		
TOTAL:		
#20 Able to work under supervision (Average rating of 4.5 required for mastery.)		
#21 Accepts constructive criticism. (Average rating of 4.5 required for mastery.)		
#22 Performs work free from substance use. (Average rating of 5 required for mastery.)		

Supervisor Comments: _____

Employment Specialist Comments: _____

Supervisor Signature _____ Date _____

Participant Signature _____ Date _____

Employment Specialist _____ Date _____

BASIC EDUCATION SKILLS

Introduction

Basic Education Skills include skills in the area of reading, writing and computation. Private Industry Councils, Service Delivery Areas and task forces in various states are currently developing specific and general basic education competencies for use by service providers in teaching JTPA eligible youth. There are a variety of formats dealing with categories, benchmarks and measurements. Considerable variations exist in the level of competency to be achieved. In one agency the measure of competency may be to pass a state level test and in another agency the measure may be the attainment of minimum basic skills required to enter a job. The most important measure is the attainment of basic skills which employers deem essential.

In some cases you may find that the basic education skill competencies provided by the Private Industry Council are too high to be achieved by some handicapped students. Handicapped youth may require modifications in the amount of materials and the format in which the materials are presented. Instruction may need to be less intense, more individualized and presented at a slower pace. A further breakdown of the competency may be necessary for some youth. The role of the teacher or trainer is extremely important.

It is essential that the basic education skill competencies be closely coordinated with the job specific skill competencies. In many instances the job specific skill competencies can be reviewed to identify the basic education skill needs. It would be appropriate to develop a program which teaches only the entry level skills. A program which teaches basic education skills which are not related to the work requirements could be counterproductive to student achievement and delay entry into the world of work.

The development of basic education skill competencies for JTPA programs serving handicapped youth is still in the developmental stages. Private Industry Councils are working on both the process and content of the basic education skill competency requirements. Do not hesitate to offer assistance to your local Private Industry Council in developing appropriate entry level basic education skill competencies. Private Industry Councils are concerned about positive terminations. Basic education skill competency programs which achieve positive terminations will be of much value to the Private Industry Councils.

The following examples of basic education skill youth competencies are excerpted from current documents developed by Private Industry Councils and other JTPA related agencies. These examples depict the current thinking in the area of process and content of youth competencies in basic education skills. The examples are provided here as a basis of information which you can utilize in developing your own basic education skill youth competencies for handicapped youth.

Basic Education Skills, Example: JTPA Youth Employment System: A Model
Source: The Kansas Task Force on Youth Competency

The Basic Educational Skills category requires that the youth obtain and demonstrate the basic reading, writing, and computational skills necessary for successful entry into the work force. The indicators and benchmarks, therefore, reflect the basic minimum competency levels suggested for entry into the local labor market. A minimum 8th grade level has been determined as appropriate in all areas. These should be considered as minimums only.

During Pre-Assessment the youth's basic educational skill levels will be determined either through certified school records or any appropriate Method of Assessment approved by the State Board of Education. A request for release of test information must be signed by the youth (or their parent or guardian if the youth is under 18) and forwarded to the school. These results are then recorded in the Vocational Testing Results section of the Assessment form. The Benchmarks may have already been met through the school system.

Due to the nature of this competency and the need for testing, referral, educational instruction, and exchange of information, it is crucial that a non-financial agreement be developed between JTPA and Education to facilitate the high degree of cooperation essential. Additional financial agreements utilizing a variety of funding sources may also be entered into as appropriate.

The goal of the Basic Educational Skill competency area is to assure that youth possess the minimum skills that employers have determined to be essential. JTPA must work closely with local educational representatives in identifying skill deficiencies and making arrangements for referral to appropriate educational programs as required.

The process/procedure for the Basic Educational Skills competency area is to refer the youth to local education agencies to bring their reading, writing, and computational skill levels, as referenced in the attached list of competency indicators, to the acceptable standards required. In all cases the benchmark has been set at the 8th grade level. This referral to education is to be documented in the Referral section on page 2 of the Employability Development Plan. 100% of all Basic Education competency indicators must be attained before the youth may be certified as having met the Basic Education Competency. The indicators are attached. It should be noted that proficiency in the English language is required in that all indicators refer to English language abilities. The native language of "english as a second language" youth may not be used to meet the prescribed standards.

Assessment of the youth's having attained the educational competency levels may be based on school records or any appropriate test approved by the State Board of Education. A qualified school system counselor or educator should administer and score the tests and these scores given to the JTPA Representative. It is the certified school records showing competency levels at or above required standards or the certified scores from a State Board of Education approved test that serve as the certification of the Basic Educational Skills Competency. This documentation should be recorded on an EDP Update form to indicate that the youth has attained the Basic Educational Skills Competency.

(Kansas Task Force on Youth Competency)

BASIC EDUCATION COMPETENCY CATEGORY

Reading & Comprehension

COMPETENCY INDICATOR	BENCHMARK	MEASURE
The participant will read and comprehend written material at the 8th grade level as determined by a standardized test.	Passing score on a test standardized at the 8th grade level.	Any test approved by the State Board of Education.
English & Written Communication Skills		
The participant will demonstrate an acceptable level of written English proficiency.	Passing score on a test standardized at the 8th grade level.	Any test approved by the State Board of Education.
Mathematics		
The participant will demonstrate an acceptable level of proficiency in mathematics.	Passing score on a test standardized at the 8th grade level.	Any test approved by the State Board of Education.
Spelling		
The participant will correctly spell words at the 8th grade level.	Passing score on a test standardized at the 8th grade level.	Any test approved by the State Board of Education.

Basic Education Skills, Example Two: Remedial Education Benchmarks

Source: Private Industry Council of South Florida, Miami, Florida

The Private Industry Council of South Florida has developed Remedial Education Benchmarks. Instructors using the system need to develop the benchmark materials and could therefore relate materials to specific work related situations. Examples in the area of reading, and math which are currently in use in some Florida areas are provided below.

REMEDIAL EDUCATION BENCHMARKS

Provided below is a complete set of benchmarked training standards for remedial education programs. Some projects may choose to cover all benchmarks, but others may choose to cover only selected segments of the complete set of benchmarks. Some projects select specific benchmarks for individual students based on their diagnoses of individual students' deficits. Remedial education operators applying for funding will have to specify in their proposals which of these benchmarks they anticipate covering (if the curriculum will focus on only a portion of the full set of competencies specified in the benchmarks) and how the benchmarks will be incorporated in the diagnostic-prescriptive approach the project will be using.

Submit Attachment A as part of your proposal. Circle the benchmark numbers pertaining to the material you propose to cover and provide the requisite explanations in your narrative.

Remedial Education (Reading)

Benchmark Number	Element	Benchmark
1.	Sight Vocabulary	Given 50 randomly selected basic sight words, the participant will pronounce the words correctly.
	Phonics	
2.	Consonants	Provided a series of words, participants will identify and pronounce consonant sound (initial, medial, final), to the instructor's satisfaction.
3.	Vowels	Provided a series of words, the participant will identify and pronounce long and short vowel sounds, to the instructor's satisfaction.
	Structural Analysis	
4.	Compound Words	Provided 25 words, the participant will form compound words for 20 out of the 25 and identify compound words in 10 sentences, with 80% accuracy.
5.	Suffixes	Provided 25 words, the participant will correctly form 25 new words by adding common suffixes (plurals, tense, y, ly, less, tión, etc.) and will pronounce and use the new words in sentences, with 80% accuracy.
6.	Prefixes	Provided 25 words, the participant will correctly form 25 new words by adding common prefixes (un, dis, pre, uni, bi, etc.) and will pronounce and use the new words in sentences, with 80% accuracy.
7.	Root Words/Affixes	Provided 25 words containing prefixes and/or suffixes, the participant will with 80% accuracy identify the root, prefix, and suffix of each word and correctly pronounce 20 of the 25 words.
8.	Syllabication	Provided 25 words of 2 or more syllables, the participant will, with 80% accuracy, separate the words into syllables using the common syllabication patterns and correctly pronounce the words.
	Vocabulary Development	
9.	Words that Sound Alike	Provided 20 incomplete sentences with pairs of words that sound alike (to, too; hear, here,; etc.) the participant will choose the contextually appropriate word for 16 of the 20 sentences.
10.	Word Meaning From Context	Provided 10 unfamiliar words and sentences or paragraphs using the words, the participant will use context clues to correctly define 8 of the 10 words.

11.	Roots/Affixes	Provided with a list of 20 multisyllable words containing the 14 most common root words, the participant will apply the meanings of prefixes, suffixes, and roots to correctly define 16 of the 20 words.
12.	Vocabulary	Provided 2 sets of 25 commonly used words, the participants will correctly define 1 set of 25 words, and choose correct antonyms for the second set of 25, with 80% accuracy.
	Comprehension Skills	
13.	Sentence Comprehension	Provided 15 sentences with missing words, the participant will supply the appropriate word by analysis of the context of the sentence, for 12 of the 15 sentences.
14.	Getting Facts	Provided 5 paragraphs and questions about who, what, where, when, and why, the participant will read the paragraphs and answer the questions, with 80% accuracy.
15.	Sequence	Provided 2 paragraphs containing sequential items and/or events, the participant will identify the correct order of the events, with no errors.
16.	Topic Sentences	Provided 5 paragraphs, the participant will identify the topic sentence of each, without error.
17.	Main Ideas	Provided 5 paragraphs, the participant, after reading the paragraph, will identify the main idea of each, with 80% accuracy.
18.	Cause and Effect	Provided 2 paragraphs containing cause and effect relationships, the participant will identify the cause and effect without error, and will identify the words that cue the relationship, with 80% accuracy.
19.	Inferences	Provided 5 reading passages, the participant will correctly answer questions which require him/her to infer information not directly stated in the material, with 80% accuracy.
20.	Critical Reading	Provided 2 articles containing propaganda and 2 containing statements of fact and opinion, the participant will, with 80% accuracy, 1) identify the propaganda techniques utilized (persuasion, emotionally charged statements, etc.) and 2) correctly differentiate fact and opinion statements.
	Practical Reading Skills	
21.	Following Directions	Provided a short selection which contains directions, the participant will follow directions accurately, with no error.
22.	Map Reading	Provided 2 types of maps (road, pictorial), the participant will demonstrate how to read and interpret the maps, with 80% accuracy.
23.	Schedules	Provided various types of schedules (bus, train, etc.), the participant will demonstrate how to read and interpret the schedules, to the instructor's satisfaction.
24.	Charts, Graphs, Tables, Diagrams	Provided a graph, a table, a chart, and a diagram, the participant will interpret and answer questions about the content of each, to the instructor's satisfaction.
25.	Want-Ads	Provided 10 want-ads (jobs, real-estate, etc.), the participant will read and interpret the ads, to the instructor's satisfaction.
26.	Advertisements	Provided 5 advertisements, the participant will read and answer questions about the advertisement, to the instructor's satisfaction.
	Remedial Education (Math)	
47.	Addition of Whole Numbers	Provided 20 addition problems, the participant will add 17 out of the 20 problems without error.
48.	Subtraction of Whole Numbers	Provided 20 subtraction problems, the participant will subtract 17 out of the 20 problems without error.
49.	Multiplication of Whole Numbers	Provided 20 multiplication problems, the participant will solve 17 out of the 20 problems without error.

Basic Education Skills, Example Three: Account Clerk/Assistant Bookkeeper/Billing/Payroll/ Financial Clerk

Source: Private Industry Council of Humboldt County, Eureka, California

The Private Industry Council of Humboldt County, California has developed basic education skills for the Summer Youth Employment Training Program (SYETP). Included below are excerpts from the reading and writing skills and the math skill area. In the entire list of competencies there are 11 reading and writing competencies and 16 math competencies.

Reading and Writing Skills

A-1 Read, spell and use basic bookkeeping terms.

Measures:
a. Match basic bookkeeping terms with their definitions with 80% accuracy;
b. Given basic bookkeeping terms orally, write each term neatly, legibly and with 75% accuracy;
c. Given a list of terms and a series of incomplete sentences, fill in the blanks neatly and legibly and with 80% accuracy in content and 90% accuracy in spelling.

Tool or Document:
a. Definition worksheet
b. Spelling test
c. Sentences worksheet

A-2 Demonstrate the ability to read and interpret common business forms.

Measures:
a. Given a variety of business forms, such as vouchers, sales slips, purchase orders and invoices, answer a series of factual questions based on the forms. Answers should be neat, legible and 75% accurate.

Tools or Document:
a. Forms worksheet

A-3 Demonstrate the ability to read and interpret common reference tables and charts.

Measures:
a. Given common reference tables and charts, such as organization charts, account charts, personnel rosters, and tax tables, answer a series of factual questions based on the data supplied neatly and legibly and with 75% accuracy.

Tool or Document:
a. Tables and charts worksheet

A-4 Demonstrate the ability to interpret and use abbreviations.

Measures:
a. Match list of terms with their common abbreviations with 85% accuracy.

Tool or Document:
a. Abbreviations worksheet

A-5 Demonstrate the ability to read and follow company policies and procedures.

Measures:
a. Given a set of sample procedures such as financial procedures, filing procedures, petty cash procedures, etc., answer a series of factual questions, based on the procedures neatly, legibly and with 80% accuracy; and
b. Given a set of sample company policies such as vacation and sick leave policies, time and attendance policies and promotion policies, answer a series of factual questions based on the policies with 80% accuracy.

Tool or Document:
a. Procedures worksheet
b. Policies worksheet

A-6 Demonstrate the ability to list words in alphabetical order.

Measures:
a. Given 25 words (with groups sharing up to 3 initial letters in similar sequences) in random order, list them in alphabetical order neatly, legibly and with 90% accuracy in spelling and sequence.

Tool or Document:
a. Word list

A-7	Demonstrate the ability to sort data by given classification criteria.
Measures:	a. Given 20 account cards, alphabetically by name, then chronologically by date, then numerically by account number. Cards should be sorted with 90% accuracy.
Tool or Document:	a. Documentation of card sorts

A-8	Demonstrate the ability to list dates in chronological order.
Measures:	a. Given 25 dates with months written in words, list the dates in numerical form in chronological order neatly and legibly, with 90% accuracy in spelling and sequence.
Tool or Document:	a. Date worksheet

A-9	Demonstrate the ability to write dates with correct punctuation.
Measures:	a. Given 25 dates with months written numerically, write each with the month written out neatly and legibly, and with 100% accuracy in spelling and punctuation.
Tool or Document:	a. Dates worksheet

A-10	Demonstrate the ability to copy names and numbers of accounts.
Measures:	a. Given 20 names and account numbers, copy each neatly, legibly and with 100% accuracy in spelling, punctuation and sequence.
Tool or Document:	a. Account Number worksheet

A-11	Demonstrate the ability to write names and addresses with proper punctuation.
Measures:	a. Given a list of 20 names and addresses, write each item as a mailing label neatly and legibly, and with 90% accuracy in spelling, capitalization and punctuation.
Tool or Document:	a. Mailing List worksheet

Math Skills

B-1	Demonstrate the ability to read and write numbers up to 10,000,000, including dollar amounts.
Measures:	a. Given 20 account numbers and 20 dollar amounts twice orally, write each item neatly, legibly and with 100% accuracy; and b. Given a list of 10 dollar amounts and 10 numbers, match number with the same item written in words with 100% accuracy
Tool or Document:	a. Accounts Numbers list b. Dollars list

B-2	Demonstrate the ability to identify place value of digits in whole numbers with up to 7 digits.
Measures:	a. Given 20 numbers, copy them neatly and legibly in column format such that a total could be calculated. Numbers should be copied with 100% accuracy in sequence and place value; and b. Given 20 numbers orally, write them neatly and legibly in column format such that a total could be calculated. Numbers should be written with 100% accuracy in sequence and place value.
Tool or Document:	a. Column worksheet b. Numbers list

Basic Education Skills, Example Four: The Comprehensive Education and Training Opportunities Program (CETOP) Basic Academic Skills Samples

Source: Center for Employment and Income Studies, The Florence Heller Graduate School, Brandeis University, Waltham, Massachusetts

A Brandeis University study on Competency based employment and training for youth under the JTPA gave examples of a demonstration project in competency based education. This program, Comprehensive Education and Training Opportunities Program (CETOP) provided employability and educational services to eligible youth. The benchmark system was the foundation for the CETOP curriculum. Examples of basic academic skills in the computation area are shown below. To be deemed "competent" in the benchmark area a student must pass through four levels of increasing difficulty.

COMPETENCIES AREA: Basic Academic Skills: Computation

BENCHMARK: LEVEL: 1 NUMBER: 3
Participant scores 80% on test of basic addition and subtraction.

PROCEDURE:

1. Participant will complete addition skills inventory and subtraction skills inventory
2. Instruction will perform an error analysis on participant's inventories and will make assignments to address participant's weaknesses
3. Participant will take a test on addition and subtraction

MATERIALS: 1. Number Power or equivalent math text
2. Worksheets
3. PLATO System

EVALUATION: 80% accuracy

COMMENTS:
In-school participant must pass a basic bath course with at least a C average or demonstrate those math skills on an achievement test

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COMPETENCIES AREA: Basic Academic Skills Computation

BENCHMARK:
Participant scores 80% on test of basic multiplication and division. LEVEL: 2 NUMBER: 3

PROCEDURE:

1. Participant will complete a multiplication inventory and a division inventory
2. Instruction will perform an error analysis on participant's inventories and will make assignments to address participant's weaknesses
3. Participant will take a test on multiplication and division

MATERIALS: 1. Number Power or equivalent math text
2. Worksheets
3. PLATO System

EVALUATION: 80% accuracy

COMMENTS:
In-school participant must pass a basic math course with at least a C average or demonstrate those math skills on an achievement test

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COMPETENCIES AREA: Basic Academic Skills: Computation

BENCHMARK: LEVEL: 3 NUMBER: 3
Participant scores 80% on test of basic fraction and decimals.

PROCEDURE:

1. Participant completes a fractions skills inventory and a decimals skills inventory
2. Instructor performs an error analysis on participant's inventories and makes assignments to address weaknesses
3. Participant takes a test on fractions and decimals

MATERIALS:
1. Number Power 2 or equivalent math text
2. Worksheets
3. PLATO System

EVALUATION: 80% accuracy

COMMENTS:
In-school participant must pass a basic math course with at least a C average or demonstrate those math skills on an achievement test

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COMPETENCIES AREA: Basic Academic Skills: Computation

BENCHMARK: LEVEL: 4 NUMBER: 3
Given an examination covering basic math skills, including word problems, percent, area, perimeter, and metrics, participants will score at least 80%

PROCEDURE:

1. Participant completes skills inventories on word problems, percent, area and perimeter, and metrics
2. Instructor performs an error analysis on participant's inventories and makes assignments to address weaknesses
3. Participant takes GED Practice Test

MATERIALS:
1. Number Power 2 or equivalent math text
2. Worksheets
3. GED Practice Test
4. PLATO System

EVALUATION: 80% accuracy

COMMENTS:
In-school participant must pass a basic math course with at least a C average or demonstrate those math skills on an achievement test

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Summary and Conclusions on Basic Skill Youth Competencies

The purpose of youth competencies in the basic skill area is to help youth learn skills which employers demand for entry into the world of work. It may be difficult for employers, educators and Private Industry Councils to arrive at a consensus on a particular set of competencies. Employers are looking for employees with skills which meet certain entry level requirements. The basic education skill needed to accomplish a specific job or task needs to be determined. In many instances the desired competency can not be designated by a certain grade level.

Special and vocational educators can work with employers to identify appropriate basic education skill needs. This activity will provide employer input and help educators to develop proposals which train handicapped youth for relevant basic education skills.

The basic education skills provided in the above section reveal the thinking of various agencies associated with the development of JTPA youth competencies. As an individual teacher you must decide which basic education skill competencies your students can achieve. This information plus the knowledge of what employers expect can provide the basis of the competencies which will be taught. It would be most helpful to discuss the competencies with the Private Industry Council as the PIC determines what will be accepted. A competency benchmark which is too high to be achieved by specific handicapped youth can be adjusted by the PIC. Private Industry Councils are interested in achieving positive terminations. Competencies which meet this objective will be valued by the PIC.

JOB SPECIFIC SKILLS

Introduction

The examples of job specific skills contained in this section are being used by specific Private Industry Councils to meet employer needs, structure training programs and help in determining how effectively programs performed.

As described by the National Governor's Association, "primary job-specific skills relate to the proficiency to perform actual tasks and technical functions required by certain occupational fields at entry, intermediate or advanced levels. Secondary job-specific skills entail familiarity with and use of set up procedures, safety measures, work-related terminology, recordkeeping and paperwork formats, tools, equipment and materials, and breakdown and clean up routines. As with the basic education category, job-specific skills measures are directly affected by the nature of the occupations involved. Therefore, the job-specific skills necessary for determining competency measures are also related to enrollee career decisions. This area probably has the widest variety of implementation alternatives, and may well be the most difficult to set up."

"Competency criteria are formulated around functional program related skills and reflect actual learning and achievement, not simply the passage of time. Competency measures should be simply stated, easily understood, practical and attainable, and accurately measurable."

In reviewing these examples, please note the following:

1. most of the examples are excerpts, not complete sets of job specific skills
2. these examples do not necessarily correspond with earlier examples of steps to take when setting up a youth employment competency system. Project staff wished to present as wide a range of options as possible in the space available.
3. because the specific skills required for some jobs are quite complex and extensive, program operators might train program participants for a sequence of jobs, ranging from less skilled to more skilled, based on the same comprehensive set of specific job competencies. For instance, a portion of skills listed for the 38 week building maintenance worker program (found later in this section) might be taught to some program participants, who might fill a "building maintenance helper" job opening.
4. To receive an equitable opportunity to succeed <u>some</u> handicapped might require JTPA program staff to consider adjusting:
   a) the goals of training (scope and sequence of skills to be learned) and
   b) the instructional methods (for instance, adjusting the speed at which new material is introduced, providing an opportunity for additional practice under close supervision, using more step by step explanations and demonstrations, and providing more frequent and specific performance feedback.)

A participant who has difficulty learning can still be a competent performer after the skills have been grasped.

Job Specific Skills, Example One: Specifying and Teaching Job Specific Skills
Source: The Kansas Task Force on Youth Competency

The attainment of the Job Specific Skills Competency indicates that the youth has successfully demonstrated a proficiency in those technical skills necessary to maintain employment in that specific occupation or occupational cluster. The indicators and benchmarks should be decided upon based on accepted industry practices and employer/instructor feedback of the specific occupational field in which the youth is being trained. Skills will necessarily vary depending on the occupation selected and training time available but should include knowledge of terms, use of tools if appropriate, and safety procedures in addition to the technical skills required.

During the pre-assessment phase, the participant's job specific competency levels may be assessed through contact with previous employers or through a practical and/or written/oral test of skills. This test will be devised and administered by an appropriate employer or vocational instructor.

The goals, process/procedure, evaluation, and certification vary depending on the type of program enrollment selected for the youth. On-the-Job Training (OJT), Youth Try-out Employment, and Work Experience are similar in their aims and therefore in competency format. Classroom training relies on the class goals being met through adequate lesson plans and instruction so the format for the competency is different. Both formats will be discussed.

The goal for OJT, Youth Try-out Employment and Work Experience is for the participant to receive certification by his/her supervisor that an acceptable level of performance at the tasks listed in his/her training outline has been demonstrated after completion of no less than 75% of the scheduled training time. The process/procedure for OJT, Youth Try-out Employment and Work Experience is for the JTPA Representative and worksite supervisor to identify the occupation for which the participant will be trained. Then a brief job description based on the information provided by the employer and the 4th Edition of the Dictionary of Occupational Titles book is entered in the appropriate place on the training outline. After reviewing duties and skills needed for the position, the representative and employer jointly agree on and list no less than seven (7) tasks on the training outline in which the participant will be trained. There must be written in the form of Competency Statements (Measures). Unless otherwise noted, the level of performance is understood to be "to employer's satisfaction" and the method of assessment is "observation and/or product review." The worksite supervisor will respond to participants level of performance on #13 of the monthly Job Performance Review Rating Sheet. Assessment of the participant's attainment of job specific competency levels is done through employer/supervisor feedback and rating of required task performance. Certification of the Job Specific Competencies is Average Rating or better in all items on the JTPA Training Outline form after completion of no less than 75% of the scheduled training time for OJT, Try-out Employment and W.E.

The goal for Classroom Training is for the participant to receive passing credit, a certificate of completion or diploma from a training agent after completing a training course approved by the JTPA Representative.

The process/procedure for Classroom Training is for the JTPA Representative to record on page 2 of the EDP in the Planned Activities/Results section the objective of the classroom training activities (i.e. to obtain passing grade, diploma, licensure, etc.). The JTPA Representative then records the accomplishment of the objective on the Employability Development Plan Update. Certification of the Job Specific Competencies for classroom training is a passing grade (C or above overall) as recorded by the instructor.

Job Specific Skills, Example Two: Kansas JTPA Job Training Outline

Source: The Kansas Task Force on Youth Competency

KANSAS JTPA JOB TRAINING OUTLINE

Participant's Name: _____ Occupation: Building Maintenance Worker

JOB DESCRIPTION: D.O.T. Code 899.381-010

TASKS PERFORMED		HOURS
The participant will be able to:	The participant:	
1. recognize and safely use hand and power tools	1. a. Will be able to name and identify handtools	75
	b. Will be able to name and identify power tools	
	c. Will be able to name safety procedures that must be followed when using various tools	
	d. Will be able to identify what tools are necessary to perform specific tasks	
	e. Will be able to use paint spray guns, hammers, saws, pliers, wrenches, wire cutters, screw drivers and paint brushes	
	f. Will be able to operate a router, a table saw, a drill press, a hand circular saw, a lathe, a sabre saw, a jig saw, a band saw, a belt sander, and a radial arm saw	
	g. Will consistently return tools to their places	
2. perform basic electrical repairs	2. a. Will install and replace fixtures and switches	300
	b. Will repair a defective lamp	
	c. Will inspect heating and cooling equipment so that worn parts can be fixed before breakdowns occur	
3. perform basic carpentry duties	3. a. Will be able to perform basic measurements	350
	b. Will repair doors and windows	
	c. Will be able to repir plaster	
	d. Will be able to repair woodwork	
	e. Will be able to build shelves and/or other simple constructions	
4. perform basic plumbing repairs	4. a. Will be able to work with galvanized waterpipe	300
	b. Will be able to work with copper waterpipe	
	c. Will be able to replace washers and valves	
	d. Will be able to unclog drains	
	e. Will be able to repair and/or replace leaky pipes and faucets	
	f. Will be able to repair and/or replace toilets	
5. perform basic painting	5. a. Will properly prepare surfaces to be painted	275
	b. Will select appropriate type of paint	
	c. Will select appropriate method to apply paint	
	d. Will be able to properly apply paint	
	e. Will be able to clean work area and tools when finished	
6. demonstrate knowledge of job related terms	6. a. Will be able to define technical terms pertaining to the field	20
	b. Will use common terms correctly	
7. perform basic custodial tasks	7. a. Will select appropriate cleaning tools	120
	b. Will select and prepare appropriate cleaning solutions	
	c. Will be able to use correct technique	
	d. Will use correct safety precautions	
	e. Will put away tools, chemicals and cleaners when finished	
	f. Will appropriately dispose of waste, dirt, and garbage	
		1440

Specific Objective of Training:
Payroll Procedures:
Distribution: ASC-white; Employer-goldenrod; SDA-pink; Representative-green; Participant-blue

Job Specific Skills, Example Three: Account Clerk/Assistant Bookkeeper/ Billing/Payroll/Financial Clerk

Source: Private Industry Council of Humboldt County, Eureka, California

Note: The entire series of competencies for this specific occupation consists of 25 items.

A. BUSINESS MACHINE SKILLS

A.1 Demonstrate the ability to type standard forms.

Measures:
a. Type a minimum of 40 wpm with no less than 3 errors on a five minute typing test;
b. Type four different preprinted business forms with the necessary information with any errors neatly corrected; and
c. Given five names and addresses, type five file folder and five mailing labels neatly and with any errors neatly corrected.

Tool or Document:
a. Standard five minute typing test (straight text)
b. Completed copies of business forms
c. File folder labels and mailing labels

A.2 Demonstrate the ability to use a 10 key calculator.

Measures:
a. Given a three minute test, type data at 150 spm with 100% accuracy; and
b. Given five addition, five subtraction, five division, five multiplication and five percentage problems, use the calculator to perform the tasks with 100% accuracy.

Tool or Document:
a. Three minute test, using straight columns of figures
b. 25 problem arithmetic test

A.3 Demonstrate the ability to use copy machines.

Measures:
a. Use a copy machine to make one and two-sided single and multiple copies of a document with 100% accuracy. Multiple page documents should be collated and stapled neatly and with 100% accuracy.

Tool or Document:
a. Complete copies

B GENERAL OFFICE SKILLS

B.1 Demonstrate the ability to answer the telephone and take phone messages.

Measures:
a. Answer five telephone calls using good phone skills (i.e., good English, speaking clearly, politely...) and take messages with 100% accuracy (to include names and telephone numbers of the calling parties, time of day, date and who the message is for, and by whom it was taken). Phone skills must be rated as satisfactory by the (calling) evaluator.

Tool or Document:
a. Evaluators ratings of five calls, telephone messages.

B.2 Demonstrate the ability to file and retrieve cards and documents in alphabetical, chronological and numerical order.

Measures:
a. File a set of 25 documents in alphabetic order and within the letter in chronological order with no more than three misfilings in no less than ____ minutes;
b. File 25 cards numerically with 100% accuracy in less than ____ minutes; and
c. Given a list of 10 file names, retrieve files from an alphabetical file with 100% accuracy in no less than ____ minutes; and
d. Given a list of 10 numbers, retrieve cards from a numerical file with 100% accuracy in no less than ____ minutes.

Tool or Document:
a. Trainer's documentation of correct filing and time taken
b. Trainer's documentation of correct filing and time taken

c. Trainer's record of documents retrieved and time taken

d. Trainer's record of cards retrieved and time taken

B.3 Demonstrate the ability to utilize a cross referenced filing system.

Measures:
a. Given ten documents to be cross referenced, prepare a list of those documents with the cross reference notation following each entry neatly, legibly and with 100% accuracy; and

b. Given a cross reference list of five entries, correctly locate the five references with 100% accuracy.

Tool or Document:
a. Cross reference list

b. Trainer's documentation of correct location of documents

C BASIC BOOKKEEPIIIG SKILLS

C.1 Describe the basic accounting system.

Measures:
a. Given 25 financial items and their descriptions, classify each as an asset, a liability or as capital (owner's equity) with 80% accuracy;

b. State the fundamental bookkeeping equation and, given 10 sets of two elements, calculate the value of the missing element neatly, legibly and with 100% accuracy;

c. State three basic variations of a transaction's potential effects on accounts neatly and with 100% accuracy;

d. Given a series of accounting terms related to starting an accounting system, match each to its definition with 100% accuracy; and

e. Given 8 financial items and the name of a company, prepare a beginning balance sheet for that company neatly, legibly and with 100% accuracy.

Tool or Document:
a. Financial items classification worksheet

b. Bookkeeping equation worksheet

c. Statement of transactions' effect on accounts

d. Definitions worksheet

e. Balance sheet

C.2 Divide transactions into their debit and credit parts.

Measures:
a. Analyze a series of transactions shown on T-accounts and sort the entries into debits and credits with 100% accuracy;

b. Given 3 lists of account balances for different clients, open a ledger of T-accounts for each client (including T accounts for their creditors), and use the fundamental bookkeeping equation to demonstrate that debits equal credits;

c. State the three rules of debits and credits with 100% accuracy, and show each rule on a T account neatly, legibly and with 100% accuracy; and

d. Given an account, calculate its balance and identify the side on which it should be shown with 100% accuracy.

e. Identify and classify accounts affected by transactions with 100% accuracy.

Tool or Document:
a. T-accounts worksheet

b. Proving equality worksheet

c. Written statement of rules and T account depictions

d. Account classification worksheet

C.3 Define the terms related to recording and posting opening entries in journals.

Measures:
a. Given the terms related to recording and posting opening entries, match them to their definitions with 100% accuracy.

Tool or Document:
a. Opening entries definitions worksheet

Job Specific Skills, Example Four: Auto Body Repair

Source: Private Industry Council of South Florida, Miami, Florida

Note: The entire series of competencies for this specific occupation consists of 28 items.

BENCHMARK NUMBER	ELEMENT	BENCHMARK	TRAINING STANDARDS
1	TOOLS	Without the aid of references, the participant will identify ten tools and safely demonstrate their use to the evaluator's satisfaction.	3c
	AUTO BODY REPAIR		
2	Inspect/Measure	Given a damaged vehicle, whose body need inspecting, the required tools and equipment, the participant will inspect to determine if the body is bent or misaligned. The participant must be able to list the damages and be able to record by each damaged measurement the vehicle true alignment specifications according to the manufacturer's manual. Findings and measurements must agree with evaluator's.	3c
3	Straighten/ Repair & Align	Given a vehicle with a damaged body, tools and equipment, the participant will straighten, align and repair the body to its original dimensions as specified in the manufacturer's specifications.	3c
4	Bumper	Given a vehicle with a damaged front or rear bumper and tools, the participant will remove and install replacement bumper. Replacement must conform to original appearance.	3c
5	Fenders	Given a vehicle with a damaged fender and required tools, the participant will remove, replace and align replacement fender to original appearance. (Approximately 5/32 inches between door and hood.)	3c
6	Doors	Given a vehicle requiring door replacement and tools, the participant will remove and replace the door. Replacement door must be aligned to approximately a 5/32 inch gap between door and panels.	3c
7	Hood/Deck Panels	Given a vehicle with a misaligned hood or deck panel, the participant will adjust hood or deck panel at adjustment points to insure alignment with adjacent panels (approximately 5/32 gap between panels).	3c
8	Weld-In Panel	Given a vehicle with a damaged weld-in panel and tools, the participant will remove and replace. Replacement panel must conform to original body contour.	3c
9	FIBERGLASS BODY Repair	Given a fiberglass panel requiring repair the participant will remove the damaged material and fill the damaged area with proper mixture of resin and fiberglass. Panel must be finished to original contour.	3c
10	Replace	Given a vehicle with a damaged fiberglass panel, the participant will remove and replace panel. Panel must be finished to original contour.	3c
11	Straighten Deformed Sheet Metal	Given a vehicle with 2 deformed sheet metal panels the participant will straighten and align panels, so that all high and low spots are removed and all contours will conform to original shape.	3c
	WELDING/CUTTING & SHRINKING		
12	Pick & File	Given a vehicle with a damaged area, tools and equipment, the participant will straighten the damaged area by the pick and file method so that the area is smooth to the touch and conforms to the original contours of the body.	3c
13	Filling	Given a vehicle with a minimum of three rough out panels in need of repair, the participant will fill and smooth depressed area to the original contour.	3c

Job Specific Skills, Example Five: Bookkeeping/Accounting

Source: Private Industry Council of South Florida, Miami, Florida

Note: The entire series of competencies for this specific occupation consists of 63 items.

BENCHMARK NUMBER	ELEMENT	BENCHMARK	BOOKKEEPING	ACCOUNTING	TRAINING STANDARDS
1	BOOKKEEPING AND ACCOUNTING TERMS	Given 50 words that are commonly used in the bookkeeping and accounting field, the participant will be able to define 40 out of the 50 words correctly.	X	X	C
2	RECEIPTS FOR CHECK AND CASH SALES RECORDING ACCOUNTING ENTIRES IN JOURNAL AND LEDGER	Given ten sales transactions and blank receipt forms, the participant will prepare receipts for all sales transactions without error.	X	X	3c
3	CORRECT ERRORS	Given a journal, ledger and a trial balance sheet with ten errors, the participant will locate and correct all errors, and balance the two totals on the trial balance sheet.	X	X	3c
4	RECORDING ENTRY PERTAINING TO PAYROLL	Given a completed payroll register and a combination journal and general ledger, the participant will make the necessary accounting entries including all withholding with 100% accuracy.	X	X	3c
5	RECORD ENTRY FOR SELLING MERCHANDISE ON ACCOUNTS	Given 25 completed sales slips, sale journal and a general ledger, the participant will record all accounting entries without error.	X	X	3c
6	POSTING FROM CASH JOURNALS	Given a cash journal and necessary ledgers, the participant will post all entries in the ledger without error.	X	X	3c
7	POST TO LEDGER ACCOUNT FROM JOURNAL	Given a general journal and a general ledger, the participant will post column totals to the ledger. Ledger must balance after posting.	X	X	3c
8	RECORDING ENTRY IN COMBINATION JOURNAL	Given 20 business transactions and a combination journal, the participant will record the business transactions in the journal so that 15 out of 20 transactions are recorded without error.	X	X	3c
9	RECORDING CASH	Given a guide, source documents of necessary journals and ledgers, the participant will record all entries in a chronological sequence with 100% accuracy.	X	X	3c
10	RECORDING ENTRY PERTAINING TO CASH RECEIPTS	Given source documents and necessary journal and ledgers, the participant will record all entries required for accounting of cash receipts. At least 90% of all required entries must be made correctly.	X	X	3c
11	RECORDING ENTRY FOR BUYING MERCHANDISE ON ACCOUNT	Given the source documents of ten business transactions for purchase on account or sales on account, the participant must be able to select the proper accounts and post to subsidary ledger with 90% accuracy.	X	X	3c
12	RECORDING ENTRY	Given a schedule of rates payable, rates date and interest payments, and necessary journal and ledgers, the participant will compute and record expense account with 100% accuracy.	X	X	3c
13	RECORDING ENTRY PERTAINING TO SALES TAX	Given a summary of daily sales tax for one month, blank sales tax return, necessary journal and ledgers, the participant will computer the sales tax liability and prepare the sales tax return with 100% accuracy.	X	X	3c

Job Specific Skills, Example Six: Commercial Cooking and Baking

Source: Private Industry Council of South Florida, Miami, Florida

Note: The entire series of competencies for this specific occupation consists of 31 items.

BENCHMARK NUMBER	ELEMENT	BENCHMARK	TRAINING STANDARDS
	CARE OF COOKING AREAS & EQUIPMENT		
1	Cooking Areas	Given supplies and equipment, the participant will clean the cooking area thoroughly so that it would pass a Department of Health Inspection.	3c
2	Equipment	Provided supplies and equipment, the participant will clean kitchen equipment to the evaluator's satisfaction.	3c
3	Inspection of Food Service Area	Given a food service area where violations of sanitation laws exist, and the necessary forms, the participant will inspect the area and rate all violations. All violations rated by evaluator must be recognized.	3c
	INSPECTION/CARE & STORAGE OF FOOD		
4	Inspect/Receiving	Provided a shipment of food, the participant will inspect the food shipment for quality and freshness to the satisfaction of the evaluator, and in addition, in-checked shipment against vouchers for quantity and take corrective actions if shipment is in error.	3c
5	Storage	Provided 5 food items to be stored, the participant will store the items according to rules of the state health department, and insuring that the food is stored to retain high quality.	3c
6	Inventory	Provided the necessary materials, 5 food items, the participant will prepare an inventory card for the five food items correctly.	3c
	MENU PLANNING		
7	Plan Menu	Provided instructions, a list of food items and forms, the participant will plan and write two menus to the evaluator's satisfaction.	3c
8	Utilize Leftovers	Given leftover food items and instructions the participant will plan two menus to the satisfaction of the evaluator. All items on the evaluator's checklist must receive a satisfactory.	3c
9	Plan Cooking Schedule	Provided a menu, recipes and instructions the participant will plan a cooking schedule for all foods to be cooked correctly.	3c
	PREPARING FOOD FOR COOKING		
10	Trim/Cut/Shred	Provided food items and equipment, the participant will trim, cut or shred the food items to the evaluator's satisfaction.	3c
11	Dehydrated/ Concentrated Food	Given equipment and a recipe, the participant will prepare dehydrated and/or concentrated foods for cooking to the evaluator's satisfaction.	3c
12	Meat/Fish/Fowl	Provided a recipe, equipment, supplies and food items, the participant will prepare meat, seafood and/or fowl for cooking to the evaluator's satisfaction.	3c
13	Slicing Meat or Cold Cuts	Provided food items, equipment and instructions, the participant will slice meat or cold cuts by hand and/or slicer to the thickness designated by the evaluator.	3c
	COOKING		
14	Tea/Coffee	Provided instructions, equipment and a recipe, the participant will brew tea or coffee to the evaluator's satisfaction.	3c

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Objectives of this project

I. Develop an Inservice Training Package to help special educators enroll their students in Job Training Partnership Act Programs;
II. Disseminate the Inservice Training Package through workshops and national dissemination activities.
III. Evaluate the activities of the project and its impact on the target audience.

How will the objectives be reached?

National searches will be conducted to identify each state's individual JTPA guidelines, JTPA programs as they relate to handicapped students, and promising JTPA programs around the nation which serve handicapped students. Extensive program reviews and literature searches will be made.

The preliminary Inservice Training Package will be completed in Phase One of project operation. In Phase Two the Inservice Training Package will be field tested. In Phase Three, project staff will develop and implement six regional workshops for a total of 600 participants, disseminate project materials and evaluate the impact of the project.

Anticipated results

A handbook to help special education teachers enroll handicapped students in JTPA programs and to utilize JTPA resources will be developed. This handbook along with supplementary materials will make up the Inservice Training Package. Over 25,000 special education students are expected to benefit from the project.